

The BUSINESS EDUCATION WORLD

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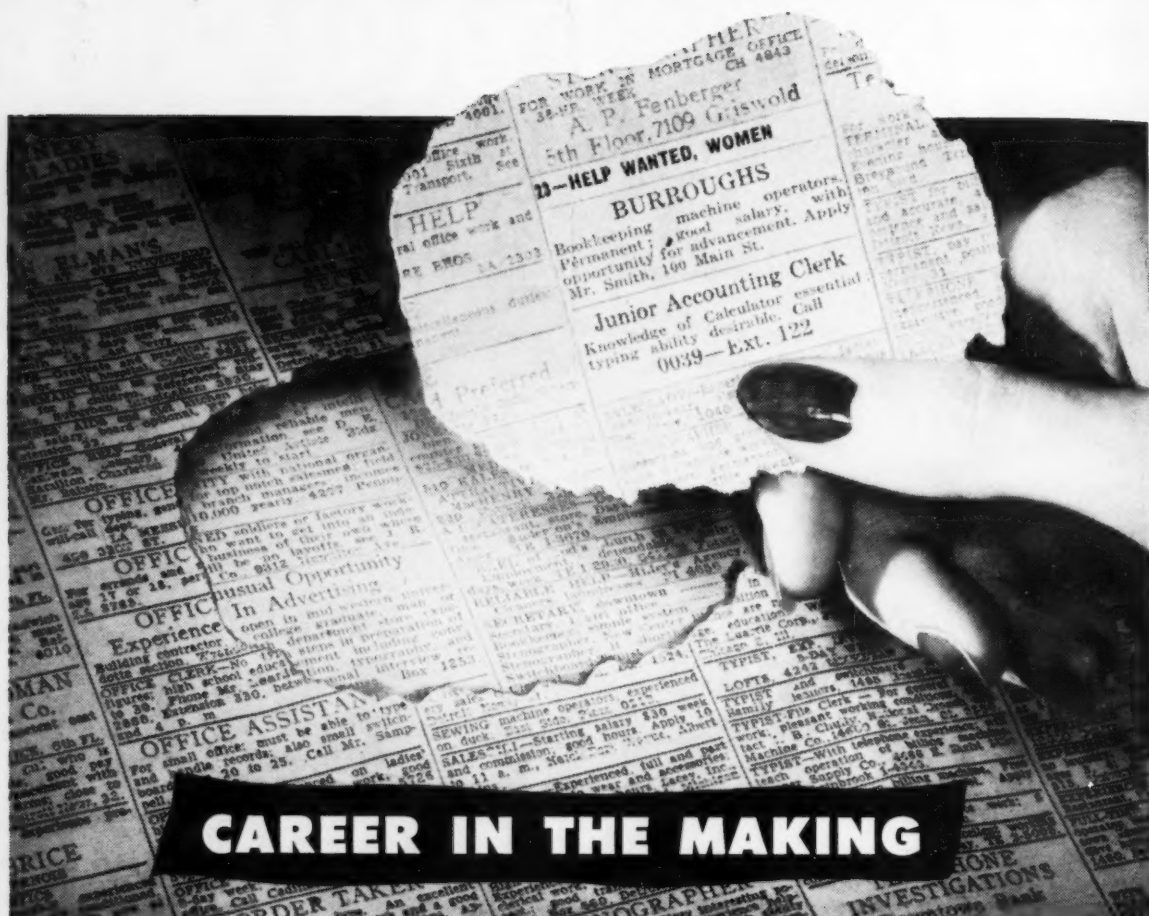
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JANUARY

1948



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The BUSINESS EDUCATION WORLD

VOL. XXVIII No. 5

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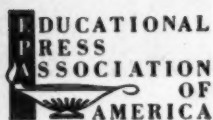
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THE BUSINESS EDUCATION WORLD is published monthly (except July and August) at 34 North Crystal Street, East Stroudsburg, Pennsylvania, by The Gregg Publishing Company, John Robert Gregg, President; Guy S. Fry, Secretary-Treasurer; Hubert A. Hagar, General Manager. Executive and editorial offices, 270 Madison Avenue, New York 16, New York; Boston Office, Statler Building, Boston 16, Massachusetts; Chicago Office, 37 South Wabash Avenue, Chicago 3, Illinois; San Francisco Office, Phelan Building, San Francisco 2, California; Dallas Office, 707 Browder Street, Dallas 1, Texas; Canadian Office, 30 Bloor Street, West, Toronto, Ont., Canada; European Office, The Gregg Publishing Company, Ltd., Gregg House, 51 Russell Square, London, W. C. 1, England; Agency for India and Farther India, Progressive Corporation, Ltd., Bombay. Printed in the U.S.A.

Subscription rates: \$2 a year (\$3 for two years) or 20 cents a copy in the United States and Canada; \$2.50 a year to all other foreign countries.

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Entered as second-class matter at the Post Office, East Stroudsburg, Pa., under the Act of March 3, 1879.

This magazine is indexed in *The Business Education Index* and *The Education Index*.

A Different Kind of Work-Experience

TODAY'S professional literature, we are glad to say, contains many such statements as: "Every business-education teacher must have business experience." The rostrums at our conventions echo the same theme: "Teachers must be able to perform the duties for which they give training." Everywhere we hear the advice that teachers should seek occupational experience, should work in offices or stores, should demonstrate that they can perform as well as inform.

These statements are right. The business teacher, if he is to do a fully competent, fully professional job of *teaching* for business, should be able to do a fully competent, fully professional job of *working* in business.

But we have another idea on that subject.

There is one hazard in today's get-a-job concept, a hazard of which we have observed no warning in the literature and the addresses: Such experience gives the teachers only the *employee* point of view. That point of view is, of course, one that they need to have. They should know what their students will face, what problems they will meet, what procedures they will be expected to observe, what behavior patterns are normal.

But teachers ought to get the other side of the story, too: the *employer* point of view.

IF EVERY business teacher could be in charge of an office or store—or even just one employee—for a week during some summer's vacation, he would find the experience a revelation, for responsibility weighs heavily.

Responsibility requires an executive to set up schedules and dead lines; makes him fume when the employee dallies and wastes time; makes him fight to control his temper when his secretary says, "Sorry, I didn't get that sentence"; makes him glare when he discovers a ruinous error in a letter awaiting his signature; makes him furious when he sees a prospective customer turned aside flippantly; makes him angry when it is found that his employee has casually slipped away from his post at the moment he is urgently needed. Experience as an executive, no matter how minor the function, gives the teacher a whole new perspective.

That perspective is just as important as any other. It shows the teacher the genuinely *grave* need for raising our classroom standards of performance and production. We need lose but one customer because our employee does not know

In this issue of the B.E.W.

Many thanks to all you thousands who sent us your collections of business letters! The winners of this professional but dollar-earning contest are named on page 259.

We're afraid that we are going to owe you an apology: this issue of the B.E.W. is cram full of things you will want to clip and post on your classroom bulletin boards.

From page 291, for example, you'll want that "How to Study" guide.

From pages 262 to 265, you'll want all those "strange" typewriter keyboards.

From the center pages, you'll want the exciting information about this year's International Bookkeeping Contest.

And of course you'll want the Wits and Wags and cartoon from page 309!

If you're one of those "eyes toward the future" teachers, you'll be snapping gotta-keep-forever articles, too, like these:

Satlow's article on the values of teacher inter-visitation, page 266.

Another Q-SAGO model lesson unit, page 293. (This series for elementary business teachers began in October, and will continue all this year and next!)

Commandment Five for shorthand teachers, page 288.

Business Law Test Three, on page 286.

As a matter of fact, we sometimes wonder if we ought to bother to staple the magazine at all!

how to answer a question, or one idea because our stenographer was too far behind to catch our full dictation, to realize that developing "vocational competency" is much more than meeting mere minimal "entrance requirements." A single miscalculation in an account takes hours to correct. One letter that has to be retyped may miss the last delivery of the mail, may undo a sales campaign of months.

AND so we suggest as a future goal: Let every business teacher, when he has had his work-experience on the employee level, seek next some executive experience. Let him come face to face—just once—with the frustration and hopelessness that businessmen feel when employees are incompetent and poorly trained. Then the teacher, when he returns to his classroom, will *work* for and *drive* for and *press* for and *demand* and GET better performance and higher production.

It takes just one brief experience as an executive to make one realize that a little "entering wedge" skill, a little "pre-vocational" training, is not enough.

Professional Report

EDUCATION'S FRIENDS

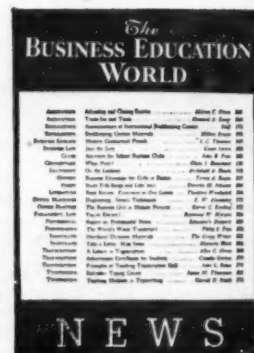
In addition to the allies that educators have recently found in the National Advertising Council and the textbook publishing industry (see page 276 for details of their "Crisis in Education" program), another powerful agency has recently lent its weight to the cause of education.

The Chamber of Commerce of the United States, through its Committee on Education, has expanded its educational research, increased the number of local education committees from 275 to 1,100 (an increase of 300 per cent in the past two years), and has issued a number of reports in both films and print that point up educational problems, suggest action, and emphasize the practical need for such action.

"Responsibility—the Fourth 'R' in Education" is the title of one report. "Education—an Investment in People" is the title of both a pamphlet and a slide film that illustrate the results of the numerous surveys sponsored by the Chamber; and another slide film, "Money Is Not Enough," shows in detail how civic interest and responsibility can effect the fullest utilization of every dollar spent for education.

LOOKING FORWARD

What do Detroit school administrators see for that city's



educational program of five or ten years hence? We quote from a report featured in *Detroit Schools*, in which the superintendent points out, "The majority of school children today do not continue their education in college. This means that tomorrow's educational program must include further expansion and adaptation of the curriculum *to meet the day-to-day needs* of the individual pupil who either doesn't complete his high school education program or who, upon graduation, plans to go directly into a job."

TYPING TOURNEYS

Early announcement of two typewriting contests:

Tenth Annual Artistic Typing Contest, with a portable typewriter as first prize and numerous medal awards. Write JULIUS NELSON, 4006 Carlisle Avenue, Baltimore 16, for complete details.

Sixteenth Annual "Every Pupil" Contest, with trophies and school banners. This contest is sponsored by the National Catholic High School Typists Association. Write REVEREND MATTHEW PEKARI, O.F.M. Cap., St. Joseph's College and Military Academy, Hays, Kansas, for contest information.

NEW SERVICE MAGAZINE

Newest journal for business educators is *Collegiate News and Views*, published for instructors of business and economic subjects in colleges and universities by the South-Western Publishing Company. The magazine is a quarterly and is edited by CHARLES D. SISLEY. Volume I, No. 1, issued in October, included articles concerning testing in accountancy, collegiate communication courses, developments in retail training, and collegiate news. College instructors may receive the new magazine free by sending their names to the publisher, 201 West Fourth Street, Cincinnati 2.

STUDYING THE OFFICE WORKER

The American Management Association, meeting in New York for its autumn convention, devoted much of the convention time to the problems of improving office workers' morale and production.

"Private companies have not done a very good job in making employment attractive to people," admitted R. O. YEARICK, vice-president of Westinghouse. "Only 39 per cent of our white-collar workers are satisfied—why, over half of America's business, professional, and white-collar workers would rather work for the Government than for private business. We must use every effort to impress on our employees that the rewards to be obtained from their own initiative, energy, and efforts are the best economic security anyone could have."

Other speakers addressed the same problem and offered many suggestions, among them:

The Prudential Insurance Company rewards workers for money and timesaving suggestions. Prudential has received 25,000 such ideas from workers, 31 per cent of which have been adopted, with a saving of \$900,000 for the company. Awards of \$97,000 have been given to the originators of the ideas.

Out of the B.E.W. 25 years ago

Starting 1923 right, Agnes E. Smith gave some mnemonics for the short-hand vowel sounds:

A-circle: Nat calmly ate.

E-circle: Six red eels.

O-hook: Bob owns a pony called Joe.

oo-hook: Buddie and Lu-lu cooked the food.

Speaking in St. Paul, Minnesota, W. F. Oswald ("Most Accurate Typist in the World") told teachers: "Insist upon perfect copy from the very start." That was 1923 for you!

Humor, 1923: As a young lady of dazzling charms walked past a venerable Justice at a reception, he exclaimed, "What a beautiful girl!"

The young woman turned, smiled radiantly, and said, "What an excellent judge!"

Editorial comment: "The real secret of getting results in typing is to *teach* it and *demonstrate* it, instead of letting it teach itself."

"The reason teachers need training in tests and measurements is that their *estimates* of what pupils can actually do is only between .45 and .52 accurate," reported J. C. Morrison, of the New York State education department.

Said William Bachrach: "We must not lose sight of the fact that we must teach children instead of subjects."

All of which sounds familiar, doesn't it?

Aetna Life is reinstituting its prewar wage incentives. Aetna defines 100 per cent efficiency as the rate of production that the average well-trained

employee should be able to maintain throughout the day without undue fatigue. When the worker reaches 70 per cent of that 100 per cent rate, he becomes eligible for a bonus; for each per cent of production over 70 per cent, the worker receives a bonus of one per cent of his base salary. *Result:* already employee earnings are up 30 per cent—but the company actually saved 20 per cent in decreased production costs!

ROBERT E. K. ROURKE, promoted from associate headmaster, Pickering College, Newmar-

[illegible]

Cincinnati, to the College of Education at the University of Minnesota (effective January 1). To Doctor Price goes the distinction of inaugurating a complete program of business teacher training, both graduate and undergraduate, at the University, where he will be director of business education with the rank of Associate Professor of Education.



DR. RAY G. PRICE

WILLIAM C. WHITE, graduate student at the University of Pittsburgh, former business teacher at the Franklin (Pennsylvania) High School, and naval-officer veteran of the war in the South Pacific, to the staff of the Gregg Pub-

lishing Company as a field representative for western Pennsylvania.

PERSONALITIES

Personal Achievement. MRS. VIOLA L. COX, business teacher of secretarial subjects at the Jamaica Vocational High School, New York City, is author of a new book, *Wealth Through Education* (Stephan-Paul Publishers, New York: 1947, 331 pages, \$3.75).

In *Wealth Through Education*, Mrs. Cox shows the social importance of greater educational opportunity and prescribes a remedy for the current high cost of higher education, which is eliminating so many, too many, capable Americans from the classroom: She would make it possible for young persons, from ten to twenty-four years of age, to borrow "educational loans" from banks, payable twenty years later. The



Mrs. Viola L. Cox, educational engineer.

loans would be guaranteed by the Federal Government in the same way that FHA loans are now guaranteed.

Mrs. Cox justifies and implements her suggestion down to the finest detail, so that DR. WILLIS A. SUTTON, Superintendent Emeritus of Schools, Atlanta, Georgia, says in his introduction to the book, "The plan presented in *Wealth Through Education* shows how this (providing sufficient funds to make all our people producers) may be accomplished in a manner to give equal educational opportunity to all."

Mrs. Cox, educated at Hunter College and Columbia University, has held various positions in the New York City school systems for the past twenty years. She devoted ten years of research and study to developing the book.

Leave of Absence. DR. SIDNEY E. EKBLAW, from his post as chairman of the Department of Geography at the University of Kansas City, on sabbatical, is enjoying the opportunity to research and write in California. Address: 2735

Acacia Road, Sun Valley Estates, Walnut Creek, California.

Indian Puh-Kow. E. O. FENTON, president of the American Institute of Business, Des Moines, was initiated into the Otoe Indian tribe



Chief Joseph Sunatona (left), of the Otoe Indian tribe, presents tribal headdress to E. O. Fenton and names him Puh-Kow.

during his attendance at the recent convention of the Southwestern Business School Association in Tulsa, Oklahoma. The name Puh-Kow, meaning "The Wise One," and tribal membership were conferred on Mr. Fenton for outstanding achievement in business education.

Both Mr. Fenton and his school were honored in the November issue of *Iowa Business* magazine in a feature article entitled "A. I. B., Iowa's Employment Center." A large picture of the school appeared on the cover, and pictures of the school and the school's basketball team and of Mr. Fenton accompanied the article.

PROMOTIONS

ROBERT FINCH, supervisor of Business Education in the schools of Cincinnati, has been given the added duties and title of director of Adult Education, in which capacity he is responsible for the programs of 6,000 students enrolled in 13 adult-education centers in Cincinnati.

DOROTHY M. JOHNSON, formerly production editor of *THE BUSINESS EDUCATION WORLD*, has been promoted from the managing editorship to the post of Editor-in-Chief of *The Woman* magazine.

Twelve New York City teachers have passed the extremely difficult examinations for First Assistant (department head) in New York City high schools and have received their licenses and new appointments.

Stenography. SHERWOOD H. FRIEDMAN, Central Commercial High School; EDWARD R. GLEICHENHOUS, Bronx Vocational High School; EDWARD D. KRAMER, Wadleigh High School; WINIFRED J. McMAHON, Erasmus High School; CATHERINE M. MURPHY, Port Richmond High School; MARY M. REED, New Utrecht High School; ELLA S. SALITAN, Prospect Heights High School; and DAVID G. SCHORR, Commerce High School.

The following persons have recently been awarded doctorates by the School of Education, New York University, with specialization in Business Education:

With the conventions of the NBTA, NAACS, AVA, and SBTA completed, the next big meeting to draw wide attention will be the annual Easter-time convention of the Eastern Business Teachers Association, scheduled for Philadelphia in March.

Invited Suggestions. For one thing, President Leidner invited all members to submit suggestions for the program. (This invitation was included in a mailing for membership renewals addressed to all former members.)

Appointed Membership Chairmen. Chairmen of state membership committees were announced as long ago as last November. Dues will be received by TREASURER RUFUS STICKNEY and by the following state chairmen: ARTHUR G. LONG, Girls' High School, Boston, Massachusetts; ELIZABETH SLACK, Bacon Academy, Colchester, Connecticut; MARY V. GALLAGHER, High School, Nashua, New Hampshire; MRS. AGNES C. SEAVEY, Maine School of Commerce, Auburn, Maine; THEODORE R. PARSELL, High School, Bridgeville, Delaware; HARRY Q.

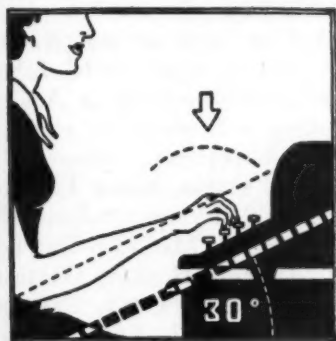
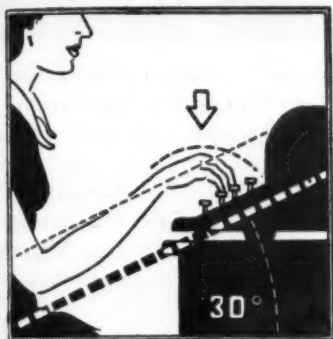
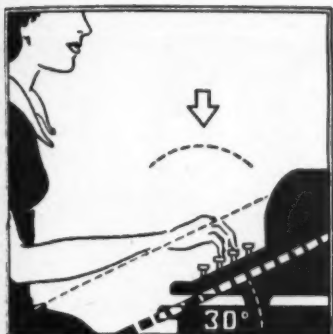
MRS. ESTHER M. SANDRY, Ed.D., Central Commercial High School, New York, New York.

The sudden death of WALTER WHITE, western representative for the H. M. Rowe Publishing Company, on November 16, came as a shock to his many West Coast friends. Just a week before his death, Mr. White, who was well known and respected as a progressive educator, had been chairman of an educational meeting of business educators in Arizona.

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To important convention posts, Mr. Leidner and his Board of Directors have assigned the following chairmen: C. J. STREET, Kensington High School, Philadelphia, Associate General Chairman, assisted

Dues. Membership in the EBTA (2) entitles members to a copy of the joint EBTA-NBTA *Year-*



This Typewriter Is Too Low

The typist must droop her shoulders and hunch over the machine. A sharp, brisk stroke is practically impossible. Her fingers snag the keys in the row above. She pushes keys down, holds them down, jams keys, locks keybars, gets many "mashed" and smudged characters. At the end of a day, she is exhausted. Her back aches. Her production has been low because her efficiency has been handicapped. Low desks handicap learners, too.

This Typewriter Is Too High

The typist must raise her shoulders to an unnatural height or suspend her arms in a strained position. She is uncomfortable. She makes many errors on the lower row of keys, the space bar, and the shift keys. Typing numerals requires her to raise her whole hand. By noon she is tired, her neck is stiff, and her shoulders ache. The production of this typist is lower than necessary. If a student is handicapped, his progress will be slow.

This Typewriter Is Exactly Right

The upward slant of the typist's forearm is the same as that of the keyboard—30 degrees. To quote a Department of Agriculture study, she types more, with less fatigue, and with fewer errors. Being able to sit naturally erect, she can use a "clawing" stroke, can obtain maximum leverage on the keys, can hold her head and eyes naturally, and can keep her hands close to the keyboard. Students progress faster when "exactly right."

The Adjustable Typing Desk

makes it possible for each of your students to adjust—by a simple twist of a knob—his typewriter to the "exactly right" position for him. Give your students the "exactly right" desk—an adjustable one! Equip your room with efficiency-building typing desks.

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Officers of the Eastern Business Teachers Association (seated) are: Bernard A. Shilt, secretary; Walter E. Leidner, president; Catherine B. Dwyer, vice-president; and Rufus Stickney, treasurer.

Board of Directors (standing) is composed of: Bruce F. Jeffery, Dr. Helen Reynolds, Clark F. Murdough, Frances Doub North, and Dr. James R. Meehan.



book (which sells for \$2.50 to nonmembers), a subscription to the *American Business Education Quarterly*, and full convention privileges.

GOOD PROMOTION

The B.E.W. receives many announcements of business-education meetings, but rarely do those announcements indicate *why* business teachers should attend. An exception was the duplicated announcement distributed by the Central Section of the California Business Educators Association.

"Attend the meeting," the circular urged, "where you will have a chance to: Hear experts representing the various fields of business education. . . . Know what businessmen say about the training we are giving. . . . Learn what is new in equipment and machines in business education. . . . Exchange ideas with your fellow teachers. . . . Get acquainted with what other schools are accomplishing."

TEACHER TRAINERS

The National Association of Business Teacher-Training Institutions will meet at the Hotel Claridge in Atlantic City, New Jersey, on Friday and Saturday, February 20 and 21.



DR. MARGARET ELY *Friday Morning:* Materials and methods for teaching basic business education in the secondary school (an outgrowth of the program on basic business education conducted at the 1947 meeting). *Friday Luncheon:* Group luncheon, with a guest speaker. *Friday Afternoon:* Preparation of teachers for basic business education. *Saturday Morning:* Presentation and discussion of an ex-

perimental project to be conducted with the co-operation of the National Association of Secondary-School Principals; annual business meeting.

Reservations for hotels in Atlantic City should be made early, reminds the president, DR. MARGARET ELY, of the Margaret Morrison Carnegie College of the Carnegie Institute of Technology, Pittsburgh.

NAACS COMMITTEE

The Board of Governors of the National Association of Accredited Commercial Schools has announced the appointment of an Advisory Committee to confer and advise on standards and policies of the Association. Members include: DR. J. FRANK DAME, NOMA Education Director; DR. ELVIN S. EYSTER, Indiana University; DR. MCKEE FISK, McGraw-Hill Book Company; DR. J. ANDREW HOLLEY, Oklahoma A. & M.; DR. D. D. LESSENBERRY, University of Pittsburgh; and DR. J. M. TRYTTEN, principal, University High School, Ann Arbor, Michigan.

"The Association is honored," says PRESIDENT SANFORD L. FISHER, "to have the interest and co-operation of the members of the Advisory Committee."

First meeting of the new group was held on December 28, just prior to the opening of the convention of the NAACS in St. Louis.

STATE OFFICERS

Newly elected leaders of the business-education sections of state educational associations include:

Arkansas. ROY WEEDIN (Russellville), president; SARAH L. GREEN (Wilson), vice-president; MRS. RUTH POWELL (North Little Rock), secretary; and HELEN MENARD (Helena), treasurer. MR. WEEDIN and MRS. POWELL were both re-elected to their posts.

Kansas. MARY POUNDSTONE (Hutchinson), president; HAROLD L. ROYER (Emporia), vice-president; and PEARL F. REEVE (Sterling), secretary-treasurer.

JUST PUBLISHED! **PERSONAL TYPING**

By Alan C. Lloyd

Personal Typing is just off the press—a "spanking" new text that's written from cover to cover expressly for personal-use typing. It offers a sound basic skill-building program and personal-typing applications that are practical, meaningful, sensible—notes, term papers, personal letters, minutes of meetings, invitations, personal-business letters, programs, manuscripts, and so on.

This attractive book, organized in three parts subdivided into 50 units of work, makes ample provision for a one-semester course. It uses modern, successful practices for building typing skill. Here are just a few of them:

- ☆ Early pressure practice in timed writing.
- ☆ Preview practice on words and phrases.
- ☆ Special warmup materials to develop momentum.
- ☆ Use of identical copy for building and applying skill.
- ☆ Job analysis method of working out applications.

Personal Typing offers many unique and refreshing features in the way of textbook design and production. For example, directions to the student and the materials that the student types are printed and illustrated on the same page throughout Part I. The student sees exactly what his work is to look like; there's no doubt about what he is to do; and the easy instructions always tell "why" as well as how to do it.

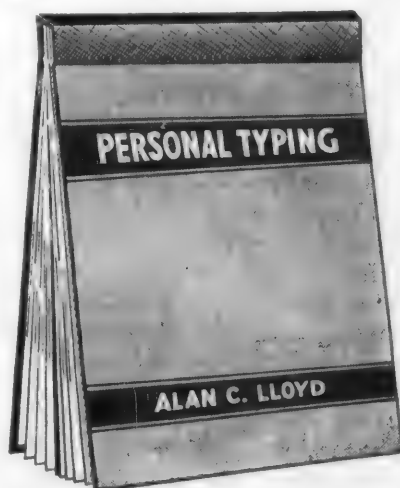
If you are teaching a course in personal typing or contemplate doing so, investigate this brand-new text for your classes. In content and presentation, from page one through page ninety, it's written for personal-use classes, with a sound program of basic skill-building and practical personal-typing applications. Write our nearest office.

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JANUARY, 1948



Nebraska. GERTRUDE KNIE (Lincoln), president; M. C. ROCKWELL (Lincoln), vice-president; and JANE FAIRCHILD (Fairbury), secretary-treasurer.

Tennessee (Eastern Section). GEORGE WAGONER (Knoxville), president; MAE WALKER (Harrogate), vice-president; and BETTY BRIANT (Friendsville), secretary-treasurer.

ISBE DIVIDENDS

Members of the International Society for Business Education received two professional dividends recently: the first copy of the *International Review for Business Education* distributed in America since the war, and the news that the 1949 biennial International Congress on Business Education will be held in this country.

The June issue of the *Review*, a distinguished illustrated magazine containing professional articles written in English, French, Spanish, Italian, and German, is edited by DR. A. LATT, director of the permanent bureau of the organization, in Zurich, Switzerland. Two articles, on business teacher training and retail training in Switzerland, have been translated from the German for American readers by DR. HERBERT A. TONNE, vice-chairman of the U. S. Division of ISBE. Another article, on teaching methods, has been translated from the Spanish by MRS. A. H. RODRIGUEZ, head of the Spanish Department of the Gregg Publishing Company. These translations have been mailed to ISBE members with their June *Review*.

One of the biggest activities of ISBE is its biennial Congress. Arrangements to bring the

1949 Congress to New York City have been announced by JOHN A. ZELLERS, chairman of the American division (and vice-president of Remington Rand, Inc.); so, American leaders will soon have the opportunity to meet personally the international leaders in business education abroad.

BUSINESS SCHOOLS ASSOCIATION

At the recent convention in Tulsa of the Southwestern Private Schools Association, the members of the Association voted to merge with the Midwestern Business Schools Association. If the merger is approved by members of the latter group in their March 25-27 meeting in Kansas City, Missouri, the two organizations will be combined and will sponsor two conventions annually: one in the North in the spring and one in the South in the fall.

New officers of Southwestern elected in Tulsa are CLYDE J. PHILLIPS (president of the Southwestern Business University, Houston), president; JERRY E. PLATT (Platt School of Secretarial Training, St. Joseph, Missouri), vice-president; and MRS. CORINNE S. WILSON (Business Preparatory School, Wichita, Kansas), secretary-treasurer.

ALABAMA

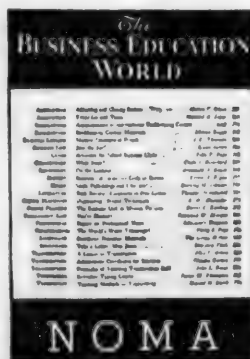
Meeting in Montgomery, the Alabama Association of Business Colleges re-elected its president and vice-president and elected new officers. Leaders for 1947-1948 are: F. A. McCARTNEY, president; JOHN I. GRIFFITH, vice-president; R. W. MASSEY, secretary-treasurer; B. R. WINSTEAD, R. A. ALVERSON, MRS. SARAH C. HORNUG, and S. E. CALLAWAY, directors.

The Association also instituted a new public-relations program: joint advertising through radio and newspaper media in Alabama.

POINTS OF VIEW

L. B. DRACH, of the Strietmann Biscuit Company, gave the Cincinnati NOMA-ites the following two definitions:

"An office manager, as defined by a salesman, is a stuffed shirt who sits at a desk dealing all day long with figures. He is admittedly smart with figures, so smart that he can juggle them around to get any desired answer, usually to the detriment of the salesman. . . . His chief pleasures in life are cutting off credit (always of the salesman's best customer), making payroll deductions, and finding



errors in expense accounts, all of which diversions afford him keen delight. He's a cold and unsympathetic character, and ink and ice water flow in his veins. . . .

"On the other hand, a salesman, as defined by an office man, is a loud-mouth . . . who has nothing to do but ride around the country in luxury cars or trains calling on a few buyers, all of them fine fellows who invariably welcome him with open arms and can't wait to sign the order. The passing days and nights are filled with expensive luncheons, dinners, and nightclub parties, at which he spends an out-

geous and unnecessary amount of money entertaining. . . . He is a sharpshooter."

BUSINESS TESTS

"Build a better mousetrap. . . ." The National Business Entrance Tests sponsored by NOMA are gaining an international reputation: NOMA's educational officer, DR. J. FRANK DAME, has reported that orders for sample sets have reached him from points as far distant as Greece, India, Portugal, South Africa, and Brazil.

The idea behind the tests is the issuance of a certificate that all businessmen will recognize as a testimonial of efficiency, a certificate comparable to the diploma or license of other workers. Each year a new set of tests is prepared and administered by businessmen or educators at testing "centers." The following questions and answers, recently published by NOMA, are explanatory:

Q. Who may establish a testing center?

A. Any qualified teacher in any school, and any office supervisor or office manager.

Q. What are the tests?

A. Skill tests for five specific office jobs: typist, bookkeeper, calculating-machine operator, stenographer, and general clerk (including filing).

Q. What are the tests in Fundamentals and General Information that all testees must take?

A. The Fundamentals test includes English, arithmetic, general business knowledge, and so on; the General Information test includes general knowledges—for example, that which comes through everyday reading.

Q. What is the charge, and why?

A. A \$1 charge is made for each skill test; the Fundamentals and General Information tests are included in this fee. The charge is made because the whole program—printing, mailing, correcting, certifying, and so on—must be self-supporting.

Q. Who pays the fee?

A. In some cases, schools; in other cases, the individual taking the test; in a few cases, NOMA chapters appropriate funds for this purpose.

More complete details can be obtained by writing to Doctor Dame at 2118 Lincoln-Liberty Building, Philadelphia 7.

SUMMER INSTITUTES

Last summer's office-management workshop, sponsored by NOMA and the University of Tennessee, was so successful that plans are already being made to conduct such institute meetings in five universities next summer.

LARRY E. ISAACSON, chairman of the NOMA Institutes Committee, is directing the planning activities; moreover, he says, ". . . and planning will be extended to future years, for it is anticipated that the Institute will be a continuing activity of NOMA."

Prize Winners

in our Business Letter Contest

FIRST PRIZE \$50—Sister St. Thomas of Cori, C.N.D., Catholic High School, Waterbury, Connecticut

SECOND PRIZE \$25—Miss Marjorie Fitch, Sherwood Secretarial School, Paterson, New Jersey

THIRD PRIZE \$15—Miss Mary Margaret Brady, Madison College, Harrisonburg, Virginia

FOURTH PRIZE \$10—Miss Tressa G. Sharpe, Horace Mann High School, Gary, Indiana; and Sister Mary Louis, S.N.D., Central Catholic High School, Toledo, Ohio. (Tie)

Additional \$5 Prizes

Miss Mabel C. Adams, Rural High School, Pierceville, Kansas

Miss Kathleen Berger, Simmons College, Boston, Massachusetts

Miss Gladys Cantrell, Manatee County High School, Bradenton, Florida

Mrs. Josephine Cooke, Public Schools, Susquehanna, Pennsylvania

Miss Euline Dallas, Public Schools, Effingham, Illinois

Miss Mary Dearen, Woodlawn High School, Birmingham, Alabama

Mrs. D. E. Johnston, Manitoba Commercial College, Winnipeg, Manitoba, Canada

Miss Elizabeth M. Kieffer, West High School, Madison, Wisconsin

Mrs. Margaret L. Pruitt, Franklin Township School, Wanamaker, Indiana

Mrs. E. J. Seeman, Saint Euphrasia School, Memphis, Tennessee

Sister Clare, St. Bartholomew School, Chicago, Illinois

Sister Mary Catherine, I.H.M., St. Anthony's High School, Long Beach, California

Sister Mary Laurentia, O.S.B., Cathedral High School, Crookston, Minnesota

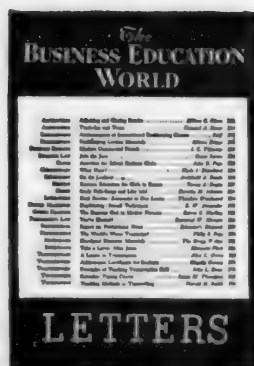
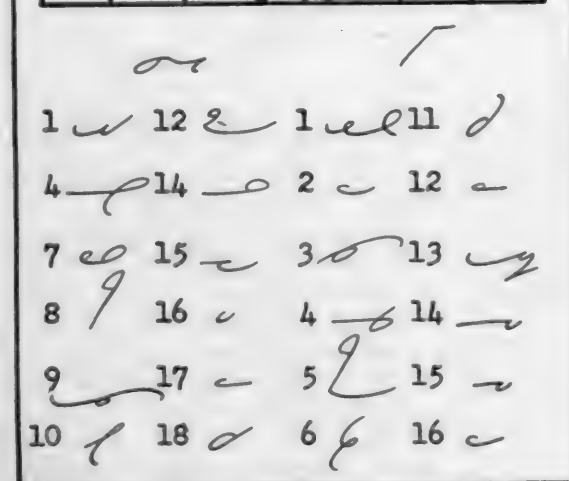
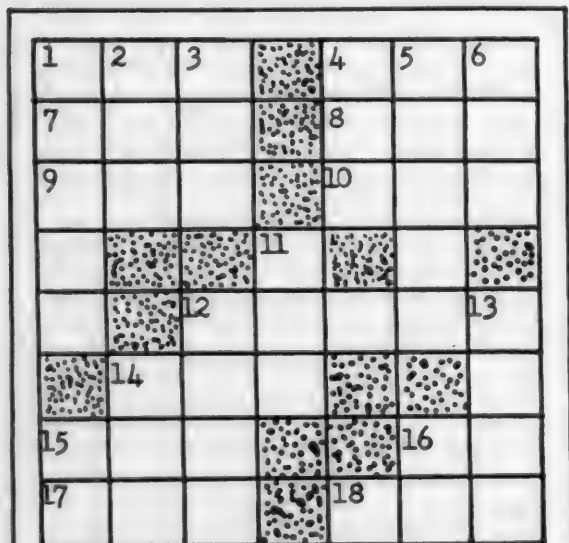
Sister Mary Louise, Mary Immaculate School, Ossining-on-Hudson, New York

Honorable mention was awarded to 116 contestants; and, as a token of our appreciation of their co-operation, a complimentary copy of "Selections from the Story of Shorthand," by John Robert Gregg, has been mailed each one.

SHORTHAND CROSSWORD PUZZLE

DEAR BEW: Miss WATKINS's excellent article about shorthand games, *December*, page 226, leads me to think that BEW readers may be interested in a game that I have found popular among my students.

I duplicate copies of a crossword puzzle and distribute them to my first-year pupils. The one shown may be solved by learners who have completed the first eight units in the Manual. Once students have tried such a puzzle, they are eager to compose their own; many have voluntarily prepared them for their classmates. Once students have completed the Manual, a teacher can use any standard crossword puzzle and merely substitute shorthand for the printed keys.



I found the puzzle to be a fine motivating device and am sure that any teacher with originality and initiative can discover many uses for and variations of shorthand crossword puzzles.

FELIX SHULAR

Shawnee-Mission High School
Merriam, Kansas

ONES WE OVERLOOKED

DEAR BEW: I notice an omission on page 166 [list of state and city supervisors, November—*Editor*]. The list of Los Angeles supervisors should include the name of Mr. P. W. Thelander, Supervisor of Distributive Education. Both Mr. Thelander and I are located at 451 North Hill Street, Los Angeles 12, as is also Mr. George DaVall. The address for Mr. John Given is correct [1205 West Pico Boulevard, Los Angeles 15].

The BEW is carefully read! The list immediately brought local inquiry to me as to whether we had moved back to the Chamber of Commerce Building.

Your magazine is "tops."

JESSIE GRAHAM, Los Angeles
Supervisor of Business Education
(Adult and Voc. Ed. Division)

DEAR BEW: . . . that I am listed as Director of Business Education in Easton, Pennsylvania. I believe that Miss Kathryn Newman now has my former position.

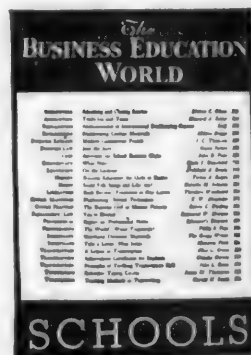
CLAYTON H. HINKEL
State Teachers College
Bloomsburg, Pennsylvania

WASHINGTON

DR. ANNE D. McLAUGHLIN, formerly dean of studies and director of medical-secretarial training at Georgetown Junior College has opened the Anne McLaughlin School for Medical Secretaries, at 1413 Park Road, N. W., Washington, D. C.

Doctor McLaughlin, who has done graduate work at Harvard, M. I. T., Columbia, Fordham, Georgetown, and Catholic University, received her doctorate from the latter institution. She is well known in educational circles, being president of the regional association of Deans of Women at present, and having been an officer in several junior college associations.

The new school is open for young women with high school or college education who are



looking for opportunities of service in hospital, clinical, and doctors' offices. The school has two 18-week semesters of offerings in medical terminology, shorthand, and science, in addition to the usual secretarial courses.

ALABAMA

The Wheeler Business College, in Birmingham, Alabama, has been purchased by DR. BENJAMIN R. HAYNES and MR. LAURENCE LAUTENBACH.

Doctor Haynes, nationally known author of numerous articles and textbooks in business edu-

cation and at present national chairman of the Educational-Professional Committee of NOMA, has for ten years been head of the Department of Business Education at the University of Tennessee. He is resigning this post to assume the active management of the school.

Mr. Lautenbach, who recently left the Army Air Corps with the rank of major, has been in the private-business-school field for some seventeen years. Since his return from the service, Mr. Lautenbach has been head of the Accounting Department of the Knoxville (Tennessee) Business College.

WHAT FILMS TO SHOW?

The B.E.W. frequently receives inquiries from readers who want an up-to-date business education film bibliography. "We have projectors now," they write; or, "We will soon have a slide projector"; and they ask "What films should we show?"

In this column, the B.E.W. has tried to review the newest films and to publish information about other visual material available. In its articles, too, the B.E.W. tries to inform readers of bases for selecting and using films. So, our first recommendation has usually been to scan back issues of the B.E.W.

To know what films are immediately available, however, it is recommended that visual-minded teachers of business subjects obtain the catalogues of the leading producers and distributors. Such catalogues list all films available, tell the type (sound, silent, motion, color, strip, sound-strip, and so on) of each film, describe the content of each, and indicate the rental or purchase price.

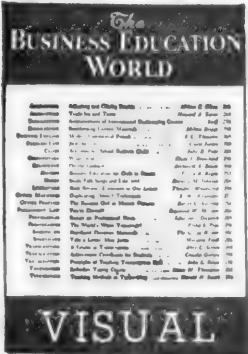
The cover pages of three such catalogues are shown here:

BEVA (Business Education Visual Aids), 104 West 61 Street, New York 23, one of the most comprehensive sources of business-education films.

Coronet Instructional Films, 65 E. South Water Street, Chicago 1, Illinois. Producers of films on many subjects, Coronet has six business-education films.

City College Business Film Library, 17 Lexington Avenue, New York 10. This catalogue, listing principally the numerous in-service training films of business houses and including a great number of high interest to teachers of business organization and administration and salesmanship, is currently being revised.

Not shown here, but equally desirable, is the catalogue of the Castle Films, 30 Rockefeller



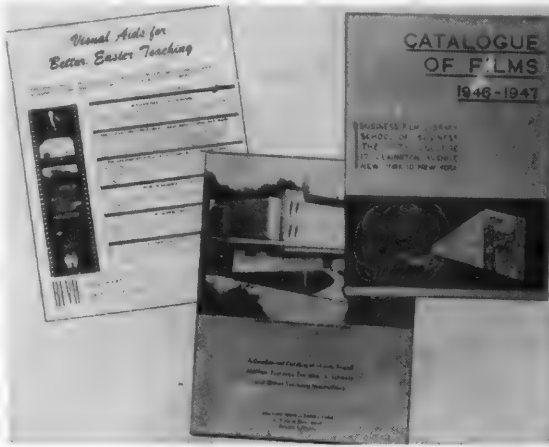
Plaza, New York 20, New York.

Another reliable source of film information is the special service offered by MR. EDWARD T. SCHOFIELD, Librarian, Department of Visual Aids, Board of Education, Newark, New Jersey. For 10 cents, one may obtain a current film bibliography; for \$1, be kept informed of all new films.

VISUAL LEGISLATION

Florida. At the most recent assembly of the Florida State legislature, aid for education for the next biennium was increased, including a sum of money specifically set aside for visual instruction—approximately \$1 for each pupil in the state.

Oklahoma. The Oklahoma legislature, too, has made mandatory more attention to visual aids. By action of the legislature, a division of audio-visual education, to be headed by a coordinator, is set up within the state department of public instruction, and a state film depository is created at the University of Oklahoma. The legislators also authorized local school systems to spend money for audio-visual education and appropriated \$125,000 to get the plan into action.



Will Your Students Meet "Strange" Keyboards?

STELLA WILLINS
Manager, School Department
Royal Typewriter Company

THE kind of keyboard your students will use in the business world is largely dependent on the kind of business they enter after they have completed the training you are giving them now.

That attractive, dark-haired girl in your class may find a secretarial position in a large hospital. Probably she will use a medical keyboard.

The talkative blonde who sits in the second row next to the window may decide to accept the job she has been offered with a large export company. If so, she will use one or a number of different foreign keyboards.

The boy by the door wants to break in with an engineering concern. In all likelihood, he will do his typing on a mathematical keyboard.

You are doubtless schooling these and others of your young people to become ex-

pert typists on a keyboard that we will call the Standard American Keyboard No. 105. This keyboard offers a great variety of type styles but most often features pica, elite, or Gothic type. This keyboard is an 84-character keyboard embracing the 26-letter alphabet, all the necessary numerals, important punctuation marks, and common business symbols. It is the keyboard most of your students will use in business.

Need for Alertness

But, teachers should alert students to keyboards with which they may be confronted in special businesses or professions. On first jobs, many business-course graduates are thrown off guard by a few simple substitutions on the keyboard.

Take the case of a young stenographer I know, whose first job was with a large firm in downtown Boston. After the boss had given her her first assignment, the girl sat down at her typewriter and eagerly completed the transcription in the first rush of enthusiasm. Not wishing to lose a moment in impressing the boss, she did not proofread the letter. After all, she could *feel* a mistake, she *knew*; and there had been none. She did not realize that the company's work required several character substitutions on the keyboard. When she struck the hyphen key, she typed a degree sign. When she depressed the " $\frac{1}{2}$ " key, she got a minus sign instead. The dictation had involved both these keys several times.

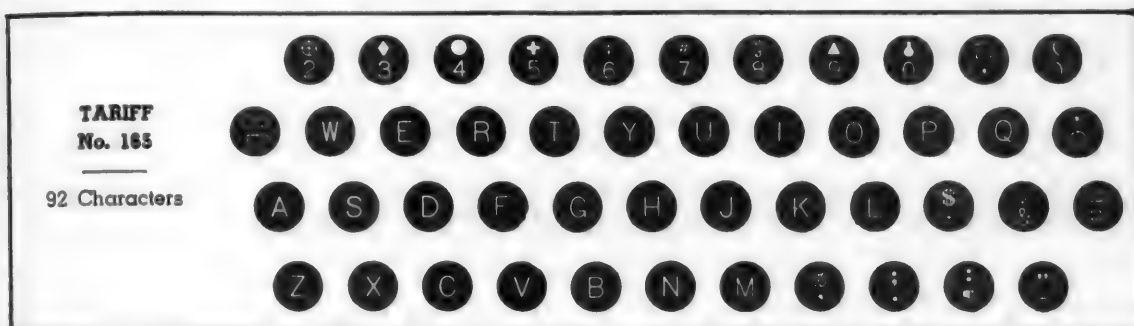
This is an understandable situation. The stenographer had mastered so thoroughly the keyboard on which she was trained that her fingers were motivated accordingly. Because she was especially good on a regular keyboard, she had not hesitated for a moment.

Fortunately, this is not a difficult adjustment for the typist in cases of this sort. She

Use a Palm Tabulator?



Use the 92-Character "Tariff" Keyboard?



Courtesy of the Royal Typewriter Company, Inc.

will orient herself to several keyboard changes quickly rather than continue making needless errors. A mistake similar to the one just related is conceivable when a stenographer happens upon a typewriter equipped with a keyboard that was formerly standard, such as the No. 2. On the No. 2 there is no double comma; a question mark replaces the comma in the upper case. Undoubtedly, there are many No. 2 keyboards on typewriters still giving excellent service in business offices. So, typists joining organizations in which these machines are being used must be cautious about setting apart phrases in a series with a question mark instead of a comma!

Palm Tabulator

Sometimes there are additions to the keyboard in a business office which will confuse a young girl or boy who has had little or no office experience. A good example of such an addition is the Palm Tabulator Key, which can be adapted to office typewriters. The Palm Tabulator Key has a broad palm plate that is conveniently located in the front right edge of the typewriter base, adjacent to the shift key and space bar. It is designed to be placed on typewriters where it is necessary to do work requiring frequent tabulation, such as in accounting- and billing-department work. Its position makes it unnecessary to remove the hands from the keyboard, insuring easier and faster machine operation. An excellent feature to be sure, but one that will confuse the typist who does not know how to use it.

Special Keyboards

From here on, our story broadens. It is possible that the business-course graduate

might be asked sometime to operate any one of the many special keyboards constructed for service in 101 different countries all over the globe.

There is a distinctive keyboard, with its

Use Special Characters?

MEDICAL AND PHARMACEUTICAL

- 3 Dram
- 3 Ounce
- R Prescribed
- 3 Scruple
- fl Fluid
- ℥ Minim
- 8 Arrows

MATHEMATICAL

- ° Degree
- ' Minute
- " Second
- [] Large Square Bracket
- { } Small Square Bracket
- ± Plus or Minus
- = Equal
- ÷ Division
- > Greater Than
- < Less Than
- ∞ Infinity
- ∫ Integral
- √ Radical or Root
- π Pi
- c/c Cubic Centimeter
- m/m Millimeter
- cm Centimeter
- θ Theta
- | Vertical
- :: As
- ∴ Therefore or Hence
- ∵ Since or Because
- ⊥ Perpendicular
- Circle
- ~ Similar
- ∠ Angle
- △ Triangle

FOREIGN KEYBOARDS

- .. Diaresis (Umlaut)
- ^ Circumflex
- ✓ Inverted Circumflex
- ^ Acute Accent
- ^ Grave Accent
- ^ Cedilla
- ¿ Inverted Interrogation Point
- ! Inverted Exclamation Mark
- ' Single Quote
- Inverted Single Quote
- “ ” Double Quote
- “ ” Inverted Double Quote
- £ Pound Sterling Sign
- ~ Nya
- Ł Polish Hook

LITERARY

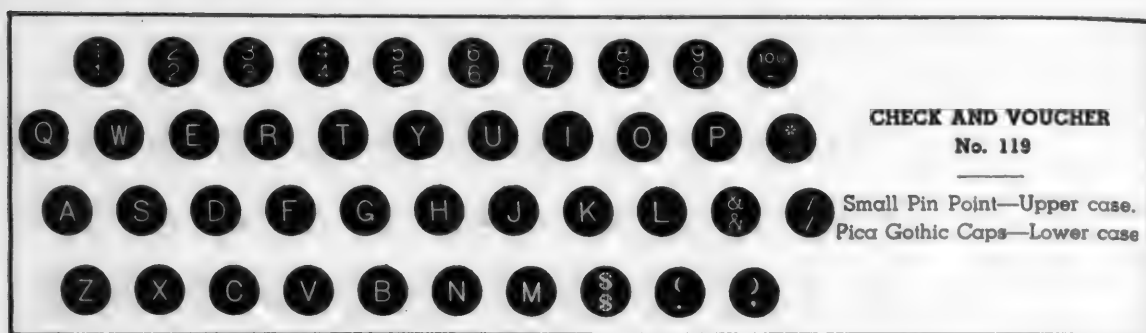
- ¶ Paragraph
- § Section Mark
- ^ Carot

For Engineering and Mathematical purposes we can furnish exponents.

For Medical purposes we can furnish numerals to be used as subscripts.

For Billing purposes we can furnish fractions in 4ths, 8ths, 16ths and 32nds.

Also single types such as: ea, dz, gr, oz, qt, no, yd, pc, and so forth.



own symbols and its own letters, for Brazil, Canada, Armenia, France, Holland, Germany, Russia, Poland, Italy, Portugal, Japan, Panama, Palestine, Switzerland, and Egypt—to name a few of the countries. The typewriters with Jewish and Arabic characters even have the carriage traveling *from left to right*, reversing the normal direction.

Special Symbols

Keyboard specialization goes still farther because different types of work require special symbols all their own. Consequently, keyboards have been devised that contain the strange symbols of many fields—astronomy, telegraphy, air navigation, electricity, medicine, pharmacy, physics, engineering, chemistry and biology, and others.

Weather Bureau, statisticians, librarians, mathematicians, and writers, too, have keyboards especially designed for them.

On medical and pharmaceutical keyboards, you will find such symbols as dram, ounce prescribed, scruple, fluid, minim, and arrows. Also numerals that can be used as subscripts.

Mathematical keyboards have characters like degree, minute, second, large square bracket, small square bracket, plus or minus, equal, greater than, less than, infinity, integral, radical or root, pi, cubic centimeter, millimeter, centimeter, theta, vertical, as,

therefore or hence, since or because, perpendicular, circle, similar, angle, and triangle.

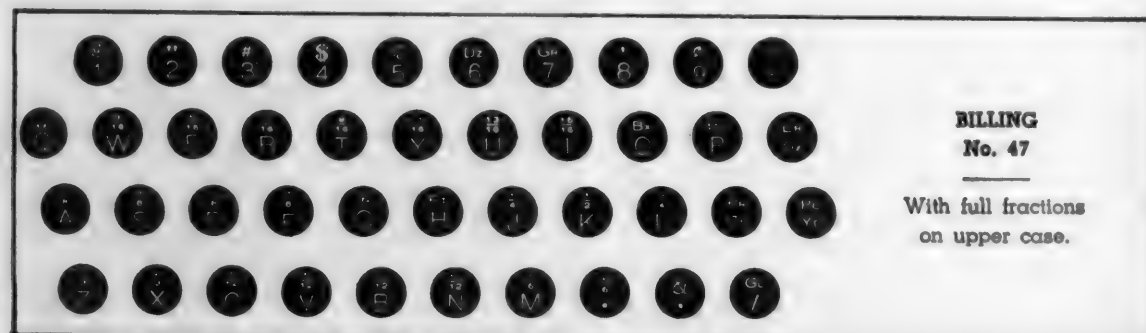
Even "Dead" Keys

On foreign keyboards, you find such uncommon signs as the umlaut, circumflex, inverted circumflex, acute accent, grave accent, cedilla, inverted interrogation point, inverted exclamation mark, single quote, inverted single quote, double quote, inverted double quote, pound sterling, and the Polish hook. Many of the accent symbols are actually silent or "dead" keys. For example, a German typing a "u" with an umlaut first depresses the umlaut key. Since the umlaut is a dead key, the carriage does not move or space. He next depresses the "u" key causing the "u" to fall directly beneath the umlaut. Now the writer has typed "ü" as desired and without back spacing. Keyboard No. 137, the International, combines the most important symbols of many of the languages.

For literary and publishing typists, there are symbols like the paragraph, section mark, and caret.

Keyboard Adaptations

In addition to the keyboards built for the sciences and the professions and foreign countries, there is another group of keyboards that your students are even more likely to



Teacher Intervisitation—

Key to immediate improvement of instruction.

I. DAVID SATLOW

Chairman, Department of Accounting and Law
Thomas Jefferson High School
Brooklyn, New York

WE BUSINESS educators have long agreed that the resources of a department should be at the disposal of all its members. Classroom space, equipment, supplies, responsibilities—these we share, and share alike; but we have seldom realized that “resources” include *human* resources. We have not appreciated the contribution that teachers can make to *one another*.

Every supervisor, in his visits, has noted teaching that is outstanding—good or bad, but nonetheless outstanding. Every supervisor, too, has wished that his weak teachers could see the strong ones in action. But most of us hesitate to plan for a systematic program of intervisitation, for we fear teacher resentment to “invasion of privacy” and do not like the adjustments in teacher’s schedule sometimes required.

Yet, if conducted democratically, teacher intervisitation can be the most effective part of a program of in-service training and can by itself bring great improvement in the effectiveness not only of each teacher but also of the department as a whole.

Sharing Experiences

Intervisitation affords an opportunity to study a device or a technique in its functional situation. Seeing a device or a technique is far more effective than hearing or reading about it. The teacher who is, for example, faulty in his administration of classroom routines or in the motivation of students is likely to acquire the “know how” sooner by visiting a colleague who has mastered these phases of instruction than he is by listening to an elaborate

discourse or by reading at length about the methodology in which he is deficient.

An intervisitation program becomes an important phase of creative supervision, for it results in the pooling of experiences on the part of staff members. Intervisitation makes possible the raising of the general instructional level, as a result of which learning throughout the department is improved.

Initiating the Program

No program can be truly successful unless all who are to participate in it consider it desirable. Consequently, the interest of all department members should be developed. If the teachers recognize that the program meets a long-felt need, their active co-operation is assured, and the program is likely to be initiated by them.

The supervisor’s part is a very delicate one, but it might be played at a conference devoted to the improvement of teaching, where the department head opens the subject of intervisitation by pointing out that he learned many of his best devices by observing teachers in action. He might implement his remarks by indicating some of the unusual devices that have thus come to his attention. He would then invite questions and discussion by the group. Invariably the comment would be made, “But we, as classroom teachers, are not in a position to observe the work of our colleagues.”

The chairman might counter with a question as to whether department members would welcome an opportunity to observe their colleagues’ work. Several will say that they would welcome the opportunity to visit other teachers for the purpose of picking up little “tricks of the trade.” The department head can raise the

TEACHERS’ MEETING

Doctor Satlow’s topic, “Intervisitation,” is now so important that candidates for departmental chairmanships in New York City high schools must be prepared to discuss it. Permit us, then, to nominate this article as the topic for your next departmental meeting.—*Editor*

question as to how teachers feel about having their privacy invaded by a visit from one of their colleagues, who would sit in the rear of the class and listen to the teaching performance. The probable reply would be that there is no reason for any resentment on the part of the teacher being visited, as all would benefit from such a program.

While the foregoing presentation is not the only method of initiating the program, it is used as an application of the teaching principle of motivation to a supervisory situation. The problem is raised by the chairman, objections are presented by him at proper points in the discussion, and the teachers participate in the formulation of a sound working philosophy. They see the need for the project and, through a free and frank discussion of the merits and demerits of the plan, decide to inaugurate the program and overcome the obstacles anticipated in the presentation of the problem. If the program is presented properly, *all* teachers will engage in intervisitation, as no one person has attained perfection in all respects.

Co-operation of Administration

Before agreeing on a *modus operandi*, it would be advisable to consider school policy. In some schools the classroom is strictly the teacher's domain, there is no invasion of the privacy of the teacher by any of his colleagues. In such a case, the department head must "sell" the administration on the values of a program of intervisitation. Certainly, friction will be avoided if the consent and interest of the administration is obtained. The supervisor may find that certain conditions extending beyond the scope of his departmental jurisdiction are to be considered. He would do well to gain the sympathy and co-operation of the administration, for a program of this kind often requires that teachers be released from assignments in the building so that they may be free for intervisitation.

Democracy at Work

To be most productive, the program should be voluntary and democratic.

Teachers should be permitted to select the person whom they wish to visit, and the teacher whose class is to be visited should consent to the arrangement. In fact, it is desirable that the teacher who wishes to do the

visiting make an appointment with the teacher whose class he is to visit, for the visitor may have some special reason of his own for preferring to have a class entirely to himself.

No definite prearranged schedule should be set up by the department head. His role consists essentially of offering suggestions to the weak teachers as to the specific phases of their teaching performances in need of improvement and of recommending the person or persons to be observed for the improvement of these aspects of teaching. His obligation is solely to facilitate the functioning of the program. He should be ready to advise and to be solicited, but he should not direct specifically the time and place of visits.

He would do well to invite teachers to visit his own classes. By doing so, he indicates to the teachers that his devotion to the program is not mere lip service, rather one that is characterized by wholehearted interest.

It should be pointed out that for the chairman to arrange a specific schedule calling for a definite visit at a definite time is not in keeping with democratic principles in a program that calls for a democratic approach to departmental administration.

Purposeful Visitation

To be productive of the best results, each visit should have a specific purpose. The haphazard, aimless, undirected type of visit is meaningless. The decision as to the person to be visited will depend on the special qualities lacking in the visitor and possessed by other teachers. The department head is in a position to indicate to the teacher who desires to visit what he should look for and why. Instead of saying, "Visit some department member," or "Observe Mr. B," the department head might say, "I suggest that you see how Mr. B treats the problem of chorus answers by the class"—if chorus answers happen to be the problem facing the teacher in need of improvement.

An even more effective approach might be to mention casually to the weak teacher, "I just had the thrill of my life. I observed Mr. C and saw demonstrated in his class the finest illustration of thought-provoking questions I have ever seen. I think you should drop in on him sometime to see how he organizes his questions and how he gets the pupils to re-

spond, particularly how he gets them to ask thought-provoking questions that he himself does not answer but gets the rest of the class to answer."

When the teacher walks into a class with no specific purpose in mind other than to "observe," he is likely to miss the entire point of the visit or to concentrate on too many things for any of the items to impress him sufficiently. But when the teacher is trained to look for one thing at a time, he develops his power of observation—and actually learns something. He walks out enthusiastic rather than discouraged.

The duration and frequency of the visits will depend on the needs of the visitor. The teacher whose major weakness consists of a failure to apportion instructional time properly will require full-period visits; for the teacher in need of guidance in the disposition of homework, ten-minute visits at the beginning or the end of the period will suffice.

Should the visits be arranged for classes in grades similar to those taught by the visitor? Not necessarily. The exigencies of departmental programming are the best guide in this matter. By and large, a visit will be more meaningful if it is confined to a lesson the visitor himself has just taught or is about to teach. Where this is not feasible, there is still much value to be derived for the teacher weak in routine administration, questioning, or pupil participation from the observation of a teacher in any grade who is strong in any of those phases.

The department head, through his knowledge of the individual difficulties faced by the teachers, is in a position to determine which of the requirements for the improvement of teaching can be disposed of early, and which of these requirements can be deferred. In other words, he is in a position to use his sense of critical judgment in applying a system of priorities of traits calling for improvement. In the light of this system of priorities, he proceeds in this continuous process of guidance for the purpose of eliminating deficiencies in teaching.

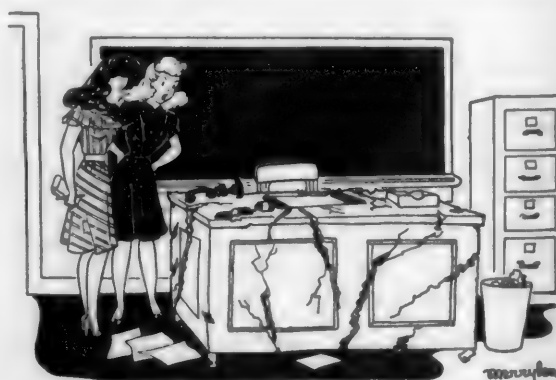
Freedom from Formalism

The degree of teacher participation in a program of this kind will vary inversely with the amount of formalism identified with it. The bane of most educational experimenta-

tion has been the excessive amount of clerical work identified with it. Formal reports seem to have the effect of crushing initiative among the members of the profession. When the teacher observed knows that an elaborate report is to be filed by the visitor, there is a strong tendency on his part to abandon his usual type of teaching performance and to "put on a show," with the result that the visitor is presented with a distorted picture, one that he can rarely carry over into his own practices. The visitor, on the other hand, becomes so weighed down with the burden of writing the reports that intervisitation becomes an added chore to an already crowded schedule. It is for this reason that the minimum amount of formalism should be identified with the program. Clerical work should be reduced to a minimum. The visitor should be encouraged to take notes but should not be required to submit any reports to the chairman.

How shall we know he did the visiting? In the first place, professional zeal should impel him to do the visiting. In the second place, we must realize that the most carefully prepared report of a visit is of no value when unaccompanied by any perceptible improvement in teaching. The department head who understands educational objectives and who subordinates techniques to outcomes will be quick to discern whether or not the teacher visited his colleagues—and, what is more important, how effective the program of intervisitation has proved to the teacher.

The supervisor who nevertheless insists on written evidence of visits will do well to require nothing beyond a brief statement on an



"I wish he'd learn how to get a point across without pounding the desk!"

index card giving: (1) name of visitor, (2) name of visitee, (3) class visited, (4) date of visit, (5) topic taught or purpose of visit. *Adverse comments concerning the lesson observed are definitely out of place in this program.* Otherwise, the program is likely to engender ill feeling that begins with suspicion and develops into accusations of "snooper-vision" or espionage. When a condition of this kind develops, the very purpose of the program—co-operative effort on the part of staff members toward the improvement of instruction within the department—is defeated.

The program will move smoothly if the visitor enters and leaves the room inconspicuously. This will prevent disturbing or disrupting the progress of the class. Under no circumstances, should the visitor engage in any discussion or conversation with the visitee during the period; otherwise the visit is likely to deteriorate into a social call, with a consequent impairment of pupil learning.

Supervisor's Role

As far as possible, the supervisor should remain in the background in a program of this kind. *Intervisitation will not be a voluntary activity if the department head arranges the schedule of visits and accompanies the teacher in his visits.* When a visit is arranged between the two teachers concerned, there is no feeling on the part of either teacher that the visit is being imposed from above. The visitor considers it a rare privilege instead of an added burden. In keeping with this philosophy, the purpose of the program is likely to be defeated if the lesson is discussed by the two teachers in the presence of the departmental chairman; discussion is in place—but not in the presence of the chairman.

Evaluation of the Program

After a time, there should be an evaluation of the effectiveness of the intervisitation program. At no time should the purpose of the project be lost sight of. Why was this program embarked on? To improve instruction. In his supervisory capacity, the chairman will have ample opportunity to discover whether the lessons of the visitor show any improvement as a result of visits. In his rounds, the department head can determine whether the opportunity to observe resulted in improved teaching on the part of the visitor.

The postvisitation conference and the formal observation report by the supervisor are two instruments at the disposal of the supervisor. He can subtly correlate these with the intervisitation program. If Teacher A's classroom performance shows no improvement in a phase of the work for which visits to Teacher B were recommended, the department head can call this point to the attention of the weak teacher both orally and in writing. When this is done gently but firmly, and when it is indicated that the weakness is related to poor pupil learning, the delinquent staff member realizes that the department head is earnest in his recommendations. On the other hand, if the lesson shows improvement as a result of intervisitation, the teacher should be congratulated both at the post-visitation conference and in the formal report on the class visit. Simple recognition of this kind will help build desirable teacher-supervisor relationships.

The alert supervisor will capitalize on the slightest evidence of improvement that is in any way traceable to the intervisitation program, praise it judiciously, and indicate tactfully the next improvement that can be expected through a continuation of the intervisitation program.

After a time, the effectiveness of the entire program may be studied by the department members as a group. The study may be informal, with free and frank discussions among individual department members, or it may be a more formal departmental conference. At these discussions, the *raison d'être* should not be overlooked—that the program was inaugurated for the purpose of improving instruction. The best test of effectiveness of the project lies in the achievement of pupils after having been instructed for one term by the department members who did the observing. If these pupils are entering a new semester with a better command of the preceding term's work than did the pupils of the previous year, the program has made a sound contribution to the department and was worth the expenditure of time and energy; if it was unproductive of these results, its values are highly dubious.

As part of his own appraisal of the program, the department head would do well to jot down a series of pointers on the conduct of the program, growing out of his experience

| | | | |
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| Administrative | Advising and Grouping Pupils | Advising of Pupils | 28 |
| Business | Business and the Teacher | Business of the Teacher | 29 |
| Education | Education and the Teacher | Education of the Teacher | 30 |
| Instruction | Instruction and the Teacher | Instruction of the Teacher | 31 |
| Management | Management and the Teacher | Management of the Teacher | 32 |
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| Organization | Organization and the Teacher | Organization of the Teacher | 34 |
| Planning | Planning and the Teacher | Planning of the Teacher | 35 |
| Psychology | Psychology and the Teacher | Psychology of the Teacher | 36 |
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FEATURES

Case Studies

MARION WOOD
College of Practical
Arts and Letters
Boston University

7. Edith

EDITH was having trouble with her accuracy. From all indications it seemed to be a lack of concentration. We suggested that she try typing any article, to see how many lines she could type without making an error. The first time, she wrote seven 70-space lines without an error. The next day she drilled until she had eight lines without an error. Each day, if she went beyond her record of the previous day, she increased her drill one line beyond the new record. She continued to work on this drill until she could write twenty-five to thirty-five lines without an error. Her trouble with accuracy vanished.

8. Kay

IT WAS a lesson, the first lesson on typing a master copy for duplicating. Kay raised her hand.

"I don't seem to be getting a good carbon from this paper," she said.

I checked her carbon. Kay was right. Her carbon was poor.

"Do you suppose it can be the paper?" she asked.

"Let me try typing on your master," I suggested.

I typed slowly, on the stroke level and got my fingers away from the keys as rapidly as possible. Kay watched me as I typed two lines. We checked my work. My two lines were much clearer than her preceding lines.

"It's the firmness of the stroke," I explained. "To get a firm stroke, you must hit the key sharply and get away from it as quickly as possible."

Kay tried. At first, in her endeavor to develop the firmness of stroke, she merely pressed the keys, and this caused her machine to skip between the letters.

Again I demonstrated, emphasizing the sound of the sharp strokes. This time she got the idea. All Kay's carbons have been well stroked since this lesson.

with the venture. These pointers, when properly filed, will serve as a guide for similar work in the future.

Expansion of Program

When the program has proved successful, its technique may be utilized to advantage for any of the following values:

1. It offers an opportunity for a comparative study of teaching practices different from one's own by having the visitor come in contact with other forms of organization of instructional materials, optimum utilization of equipment, distribution of instructional time, teacher-pupil relationships, or the application of a new educational theory to a concrete situation.
2. It helps to improve one's own standards of expectancy or attainment.
3. It permits a study of the composition of a class that one is to receive in the immediate future.
4. It encourages teachers to co-operate in the development and critical appraisal of newer devices and techniques.
5. It aids in a joint evaluation of the curriculum, the syllabus, and/or instructional materials as they work out in practice.
6. It affords an opportunity to measure the effectiveness of one's instruction in a lower grade by seeing how the same pupils are maintaining themselves in the higher grade to which they were advanced.
7. It contributes to the professional growth of future supervisors by providing them with opportunities for observing teachers in action.

Intangible Results

The matter of intervisitation is tied up with the larger problem of improvement of instruction. It cannot be embarked on as an individual isolated experience but must be part of a larger plan.

Where the program has captured the imagination of the teachers, an improvement in departmental morale will ensue. Through visits and exchange visits, a reciprocity of feeling should result. When teachers become aware of what their colleagues are doing within the four walls of their classrooms, barriers of isolation give way to understanding, to a commonness of purpose. Fellow teachers are no longer strangers to them; the good—and the bad—features of their personalities become known and are accepted for what they are. The department then truly becomes characterized by an atmosphere in which democracy is a reality. And in atmosphere of this kind one can expect the most effective realization of the knowledges, attitudes, and skills that are set up as the outcomes of our instruction.

The Administrator Looks at the Salesmanship Teacher



Fifth of an administrative series by Los Angeles Supervisor of Business Education, JOHN N. GIVEN

BEFORE the school administrator visits his teachers of salesmanship, he should be aware that there are two distinctly different kinds of salesmanship courses, and he should know which he is going to observe.

One type is broad and general in nature. Much time is devoted to the study of material that will improve the personality of the students—at least, the importance of a pleasing personality is an aspect of major attention. The course serves as a subtle backdrop for personal improvement.

In the other type, the major emphasis is on the basic elements of selling. Although on a fairly elementary level, topics deal with phases of *selling* rather than with *salesmen*. Such topics as the role of the salesman; the importance of knowing one's firm, its policies, and its products; the steps in a sale, and so on, form the content pattern.

The activities that the visiting administrator will witness clearly depend on which goal is of prime importance. If the course is general, he will hear discussions of character traits, of "getting along with people"; if the course is specific, he will observe student sales demonstrations, hear discussions of various types of customers and sales manuals, and so on.

Basic Considerations

In either class, the visitor can expect to see the usual evidence of good teaching—an alert class, a controlled class, an interested class.

But, in salesmanship especially, the personality of the teacher must be outstanding. He should personify the best in salesmanship—enthusiasm, accuracy, showmanship. The entire class should reflect his dynamic enthusiasm.

The teacher should have had some selling experience—indeed, this is a *must* for the teacher of a selling course; otherwise the subject becomes theoretical.

Symptoms

Do you wish to recognize a successful teacher of this subject? Then these specific rules will be of assistance:

1. *There is great student interest* that reflects the enthusiasm of the teacher and shows, too, that every item of discussion is linked to the students' own experiences.

2. *There is active student participation*—much sharing of experience, much evaluation, much demonstration by the students. Indeed, here is the crux of the situation; if there is meaningful and purposeful discussion, augmented by *doing*, there is evidence of good teacher planning.

3. *The teacher is the discussion leader*, not a lecturer.

4. *There is observable progress*, not merely in terms of so-many pages through the text, but in both the students' command of the content of the course and their increased ability to participate in the class discussion and to demonstrate knowledge of salesmanship.

5. *Visual aids are used frequently*. Films, displays, charts, and so on, are used—in the best sales technique—to improve instruction.

Salesmanship, school administrators should realize, is one of the most difficult commercial studies to teach. There are no pat keys, no set words-a-minute standards, no specifics on which to place mileposts. Salesmanship requires ingenuity, sales experience, planning ability, and boundless enthusiasm—as much for teaching as for selling!—in the successful teacher of this subject.

To Teach the Principles of

RAYMOND J. KENNEDY
Patchogue High School
Patchogue, New York

A SALESMAN is born not made." A great many teachers of salesmanship have heard this sentence tossed about during a discussion on the advisability of training salespeople, especially in the secondary school. This philosophical maxim does contain a truism of which most of us are fully cognizant: that we are all endowed with certain innate abilities, talents, and flairs that enable us to perform certain types of activity with more ease and "know-how" than we can other types. It is true, however, that those of us who are not so blessed can learn to perform the same functions and duties in a passable fashion. Not everyone, for example, is endowed with the mental dexterity, muscular co-ordination, and alertness that the *expert* typist must possess; but the average person can learn to type at a fair rate of speed, to turn out mailable letters and reports, and to earn a living in the clerical world. There are born salesmen, teachers, and lawyers, persons with exceptional, outstanding ability because of their special talents—but it does not follow that others cannot learn principles and apply them.

Principles of Selling Can Be Taught

The principles of salesmanship can be taught and assimilated by a person of average intelligence and learning ability. Nevertheless, mere learning of the principles alone will not develop and produce top-notch salesmen. The value of the principles lies in their successful application to the solution of situations and problems that terminate in getting the signature on the dotted line.

Practice Must Be Given in Application

We can teach the student of salesmanship the proper manner in which to approach the customer; to determine his wants and to satisfy his needs; to present the merchandise properly and promptly; to build a sales talk around the customer's expressed interest; to create desire by stressing and emphasizing the product's strong selling points; to answer the

customer's objections satisfactorily; and, finally, how to culminate and to close the sale. These can all be taught as isolated segments of learning. But, can the student-salesman make a successful application of these principles in an actual selling situation? The solution to this question is to test him in such a practical, lifelike situation and total up the score.

Method of Application

The law student tests his ability to apply the principles of law by participating in mock court trials in the law school. The novice teacher makes his test of application by practice teaching. Similarly, the prospective salesman can learn to apply the principles of his calling by presenting sales talks and demonstrations in the salesmanship class.

In my salesmanship and retail merchandising classes I have found the use of the students' individual sales talk to be a worth-while device for developing, and an efficient method of testing, the students' ability to apply the principles studied. It is an activity, however, that has to be carefully planned and controlled; otherwise, its aims and objectives are easily vitiated, and the project tends to become just a performance to be sat through—a bit of isolated entertainment.

Planning and Control of Sales Talks

The presentation of a sales talk involves two steps: (1) the preparation of the sales talk in written form and (2) the actual oral presentation. In order that the students will understand how to construct and present a sales talk (and to create a sales situation that will not be a "push-over" because of a lack of customer objections), I present a model sales talk myself, using one of the students of the class as a customer. The student-customer and I rehearse our roles before giving the class presentation, to assure a smooth-running performance. For my presentation and for every student presentation, each member of the

Selling, Demonstrate Them

The salesmanship teacher should set the pace for student sales talks by giving one himself.

sales class is given a rating sheet containing the salient features that the student should detect. The student is required to complete the rating sheet for each sales talk as it is being presented. Each feature on the check list is then carefully studied, discussed, and weighed immediately after the presentation. The discussion and criticism, both positive and negative, form a basis for individual improvement in the preparation of future sales talks. The rating sheets are returned to the instructor and, although not graded, are carefully read, noted, and appraised.

Model Sales Talk and Check List

A model sales talk that I recently presented in my retail merchandising class and the check list used by the students are presented below. The sales talk is not a model in that it is a flawless presentation; rather, it is a model in that it gives the student salesman an example of how to approach the customer and to attack the sales problem, and it forms the basis for discussion, criticism, and future improvement.

Scene: A housewife (customer) approaches a salesman in the furniture department of a large department store.

SALESMAN: Good morning, is there something particular I can show you?

CUSTOMER: Yes, I am looking for an occasional chair for my living room.

SALESMAN: Have you seen our model living room displays?

CUSTOMER: No, I haven't.

SALESMAN: We really have a treat in store for you. I think we have one of the finest displays in the city. To be able really to appreciate furniture, you have to see it in an appropriate setting. If you will follow me over here to the right, I will show you our furniture "on parade." *Takes customer to a modernistic living-room display.*

CUSTOMER: Oh, these are all modernistic—my living-room furniture and furnishings are early American.

SALESMAN: I am sorry; we have so many calls for this type of furniture that I thought it would be a good place to start. Of course, you wouldn't be interested in this type of furniture if your living room is early American. *Takes customer to the next display.*

SALESMAN: Now, here is a chair that I think you will be interested in. This is our



... now here is a chair ...

most popular model called "Colonial Comfort," and it is comfort in every detail. Just sit in this chair and enjoy some real comfort. *Customer sits in the chair.*

CUSTOMER: My, this seat cushion is soft—you just sink right down in it. What kind of cushion is it?

SALESMAN: That is one of the new rubber-foam cushions. Doesn't this chair feel as though it were built for you?

CUSTOMER: Well ...

SALESMAN: Well, it was. Just as a hand-tailored, custom-made suit always fits well, so does a custom-built chair. A chair that does not give sitting comfort is a poor investment. This chair was built for the average person, five foot eight inches tall. You are, I would say, about that, are you not?

CUSTOMER: Yes, I am.

SALESMAN: Notice, the height of the seat is the same as the length of the leg from the knee to the floor. The depth is 22 inches, and the total height from the seat to the top slat is 17 inches, which, of course, provides for

body and shoulder comfort. Your arms rest comfortably—the arms are about 7 inches above the seat. Do you feel as though you are sliding? . . . You have sat in chairs that did give you that sliding sensation, no doubt?

CUSTOMER: Oh, yes, I have noticed that particularly in the chairs in my doctor's reception room.

SALESMAN: That is caused by the downward incline of the chair being too great. This chair has a downward slant of about three-eighths of an inch—just enough for comfort. *Gets up from the chair.*

CUSTOMER: I am principally interested in durability. I am buying this chair for my husband—his slipper-and-pipe chair. He has broken two chairs within a short period of time—too short—and I can't understand why that should be because he isn't really a big man nor does he apparently give chairs rough usage except that he does like to lounge around.

SALESMAN: Feel the solidness of construction of this chair. The joints are hand doweled and glued with a moisture-resistant glue.



. . . feel the solidness of construction . . .

Poorer frames are merely nailed and glued together with poor glue and, consequently, are likely to come apart in a comparatively short time. Nails pull out of softwoods and in hardwoods tend to start splits that may open up with the added strains of service. Poor glue, of course, dries and flakes off with changes in temperature and humidity. That may be what has happened to your other chairs.

CUSTOMER: Oh, no. It was the springs, I guess. The seat of the chair gave way in both cases . . . it was a case of the springs sagging.

SALESMAN: That's won't happen to this

chair because there are no springs. *Removes the cushion.* You see, the bottom of the chair is solid, firm, wood construction—maple, of course. The cushion is your springs and filling.

CUSTOMER: This kind of cushion is something new, isn't it?

SALESMAN: Yes, it is. These cushions are made by putting the latex or milk of the rubber tree into a machine that resembles a giant egg beater and whipping it into a high froth. Jelling and vulcanizing agents are added, and this mixture is then poured into a mold and baked or vulcanized into permanent shape. *Puts cushion back on the chair; sits in the chair, moving his body upward and downward.*

SALESMAN: See how the cushion gives to the movement of my body. It's resilient—buoyant. It is also cool because it is porous and sanitary because it is not subject to attack by germs, moths, etc. Now, I will show you something else that may surprise you. *Rises from chair.* Did you notice how that cushion snaps back into its original shape?



. . . notice how the cushion snaps back . . .

CUSTOMER: Why, yes.

SALESMAN: That is another advantage—the cushion will hold its shape indefinitely. Your husband can lounge around in this chair to his heart's content, and it will always "snap back to its original shape."

CUSTOMER: Did you say this chair was solid maple?

SALESMAN: No, it is veneer. The legs and rungs, however, are solid maple.

CUSTOMER: Oh, veneer—that warps and cracks, doesn't it? I wanted something in a solid maple.

SALESMAN: I don't wonder that you are

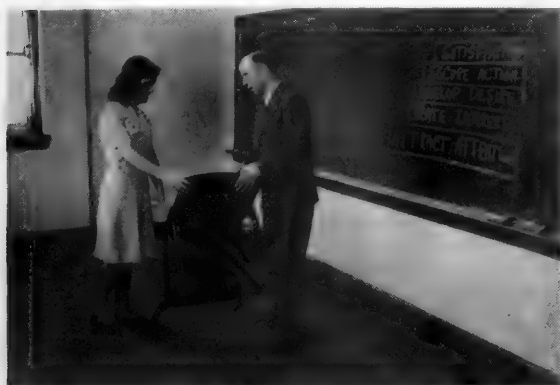
skeptical about veneer. It is the opinion of many people that veneer warps—but that is a misconception. A good veneer, such as this is, will be just as practicable as any solid wood and is a good buy for the money.

CUSTOMER: How much does this chair sell for?

SALESMAN: Ordinarily, this chair sells for \$47.50; but during our present furniture sale the price is \$39.75.

CUSTOMER: I see . . .

SALESMAN: Did you notice the beautiful irregular grain in the wood? *Points to back of chair.*



... beautiful irregular grain ...

CUSTOMER: Yes, it is very outstanding.

SALESMAN: That is only obtainable in a veneer. In making veneer, the wood is sawed very thin, one twenty-eighth of an inch. The veneer is used as the face and back of a plywood base. If the veneer is glued under high pressure, as this is, to the plywood base, you need never fear about its warping or cracking. Your guarantee of good workmanship is evidenced by this seal, which indicates that this chair was manufactured under the standards approved by the United States Bureau of Standards, which I think speaks for itself.

CUSTOMER: I don't know; maybe I had better let my husband buy the next chair.

SALESMAN: I will be very happy to arrange to show this chair to both you and your husband at your convenience if you wish; but don't you think it would make a nice gift for Father's Day?

CUSTOMER: Yes, that is a thought . . . and it does go so well with the rest of my furnishings; even the green cushion will match my rug and drapes. Could you deliver it within a day or so?

SALESMAN: You do live within the city limits, don't you?

CUSTOMER: Yes, I do.

SALESMAN: Then we can give you one-day delivery service. Shall I have it sent C.O.D. or do you wish to use our 30-day credit plan?

CUSTOMER: C.O.D. *Salesman fills out sales slip, calling back name and address.*

SALESMAN: We have a very beautiful smoking stand that would go very well with this chair and the rest of your furnishings.

CUSTOMER: That was my original thought about a Father's Day gift.

SALESMAN: Our men's smoke shop is just to the other side of the department—if you wish, I will introduce you to the salesman.

CUSTOMER: Thank you, I appreciate your helpfulness.

SALESMAN: Not at all, I am sure you and your husband will both enjoy the chair and the smoking stand.

Check List for Rating Sales Talk

1. What type of customer approach was used?
2. Did salesman attempt to find out customer's need? How?
3. Was sales talk built around the customer's interest in the product? The salesman's?
4. What were the outstanding selling points and features stressed?
5. Did the salesperson have an expert knowledge of his merchandise?
6. Was an effective demonstration given? Did the salesman demonstrate the merchandise alone? Did the customer take part in the demonstration? Was the merchandise shown in action or simply displayed?
7. What objections were raised or excuses given for not buying by the customer?
8. Did the salesman answer the objections satisfactorily? Did the salesman turn some of the objections into reasons for buying?
9. Did the salesman attempt to lead the customer into definite buying action?
10. How did the salesman handle the price situation? Did price dominate the situation?
11. Was any attempt made to suggest additional merchandise? Was it handled correctly and to the satisfaction of the customer?
12. Was the closing properly handled?

The American Textbook Publishers Institute

¹The Advertising Council, a nonprofit organization representing all phases of advertising—both advertisers and advertising media—was originated during the war, to mobilize advertising in support of many important war efforts. It still continues its efficient public service.

[illegible]

Promotes School-Aid Campaign!

Support of Program to Publicize Needs of Education

are urging the public to support improvements in the schools. The pages of our leading newspapers and magazines are presenting educational advertising sponsored by business. Yes, business is promoting education: millions of dollars worth of air time and publication space are being devoted by media, by agencies, and by advertisers.

THE textbook industry, like other major businesses, fully supports this program. Representatives of publishers who call at your schools have full information concerning both the campaign and the contribution that educators themselves can make.

Briefly, there are three major activities in which all educators—business teachers, particularly, because of their contact with business—can and ought to participate *right now*, to further this aid-for-education program.

1. Educators should urge local radio stations and businessmen to use the educational announcements and advertisements specially prepared for them (they are available free from the Advertising Council, 11 West 42d Street, New York 18, New York) so that the program of public information can be expanded in every community and reach every citizen. [Note illustrations of these pages.—Editor]

2. Educators should at every opportunity—at PTA meetings, at service-club meetings, in news releases, and so on—present to the public the graphic facts of needs in the local schools.

3. Educators should, both individually and in every organized professional group, press for specific and immediate action.

Not since the Advertising Council was called to support the wartime sale of bonds has this country seen a campaign of the enormous proportions of the aid-for-education program. Never before have educators had such support. Never before has the stage been so well set for fruitful action by educators themselves. *Don't let the public go back to sleep!*

THROUGH RADIO

ONE-MINUTE ANNOUNCEMENT

You're a parent, and your children go to school. So you ought to know that danger signals are flying today in lots of schoolhouses around the country. Classes overcrowded. School buildings run down. Not enough teachers to go around. Makes it tough for the kids—maybe yours included. The kind of education they're getting now will help decide how far they'll go in life. Better make sure your children are getting the kind of education they deserve.

The teachers in our schools are doing a tremendous job, but they need your help. And you can help—plenty! For one thing, support and work with organizations seeking to improve teachers' working and living conditions. Get to know your children's teachers, too. Show by your interest and friendliness just how much you appreciate the job they're doing. Remember that in the classroom... with your children... the teacher molds our nation's future!

30-SECOND HITCHHIKE OR TRAILER

Schools understaffed... classrooms overcrowded! From all over America the reports come in... danger signals for every parent who wants his children to get the kind of education they deserve. What can you do to help? Listen! Our teachers are doing a tremendous

job, but they need your interest and support. So hook up and work with local groups seeking to improve teachers' living and working conditions. Get to know your children's teachers! The teacher molds our nation's future!

20-SECOND CHAINBREAK

Been down to a meeting of your local Parent-Teacher Association lately? If you've got school-age children, you ought to make these meetings regularly. It's one way you can help make sure that educational

standards in your community are up to par. Get to know your children's teachers... support them in their vital work!

To boost education, advertisers are sacrificing product ads and using special displays contributed by agencies. Radio stations are making spot plugs. Streetcars and buses carry posters. Magazines carry feature articles like this one by Mr. King.



ELEVENTH ANNUAL INTERNATIONAL

WIL

Teachers Urged to Send in Advance for Contest Materials

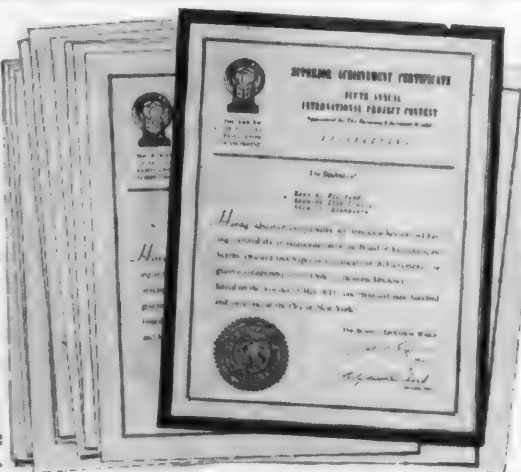
The contest materials on which the Eleventh International Bookkeeping Contest is based will be published in the February issue of THE BUSINESS EDUCATION WORLD. Teachers are given permission to duplicate copies of the test so that each contestant may have his own copy.

Teachers who wish to save time, however, may order in advance copies of the contest materials, at 2 cents each. A coupon for ordering such copies is given below; clip it, fill it out, and send it in today! Ordering the advance materials may save you as much as a week's working time.

Clubs

Only by evaluating the achievement of at least ten students can the judges measure the success of the teacher's work; hence, teachers are eligible for contest awards only when a "club" entry of ten or more students is submitted. The teachers of the winning clubs will be very proud of the fine teacher-recognition certificates that will be given.

Individual students, however, are eligible for the student awards in addition to club awards. Student entries not in clubs of ten or more are eligible only for the individual prizes. All entries from one school should be sent in as one club.



Teacher Recognition Certificates

Separate Contest Divisions for Public, Catholic, and Collegiate Schools

Identical Prizes and Awards

The Eleventh International Bookkeeping Contest is really a three-in-one contest. There are three separate divisions: one division is exclusively for public high school students; a second, for Catholic high school students; and a third, for students in colleges and private business schools. The awards and prizes are identical in each division.

This means students compete only with others in the same type school.

Awards Department, THE BUSINESS EDUCATION WORLD
270 Madison Avenue, New York 16, N. Y.

I plan to enter approximately _____ students in your Eleventh Annual International Bookkeeping Contest. Send me complete information and contest material on February 2, 1948.

In addition to my free teacher's copy, please send, at 2 cents each _____ student reprints of the bookkeeping contest project. Remittance enclosed \$ _____

Name

School

School Address

City and State

(Please include zone number, if any)

BUSINESS
CONTEST

Cash Cup

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Each year THE BUS
WORLD sponsors a series
keeping contests during
bookkeeping classes.
to 6,000 students part
monthly contests.

Once each year there
a special contest open
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International Bookkeep
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The problem is co
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the ability to read the
problem neatly a pr
year, over 10,000 stu
signment and repute

This year's prize
ton Briggs, assistant
in charge of bookkeep
be equally popular

Num

The following
to the winners

INTERNATIONAL BOOKKEEPING CONTEST WILL BE LAUNCHED IN FEBRUARY

THE MODERN EDUCATION WORLD SPONSORS
IT FOR BOOKKEEPING STUDENTS

Silver Cups, and Certificates Prizes

For the seventh consecutive year, THE BUSINESS
EDUCATION WORLD, national magazine for business edu-
cating an International Bookkeeping Contest
to crown the world's best bookkeeping students and

champions will be re-
cognition, by cash
prizes, and by special
awards. Moreover, all students par-
ticipating in the contest will receive cer-
tificates of efficiency if they
solve the bookkeeping prob-
lems of their ability.

Initial Event

THE BUSINESS EDUCATION
WORLD sponsors monthly book-
keeping contests, bringing excitement into
the classroom. Normally, 4,000
students participate in these
contests.

The magazine sponsors
contests in bookkeeping
throughout the
year. Special prizes and recogni-
tion are awarded to winning students and
teachers. The results for the 1948
International Bookkeeping Contest will
be published in the February issue of
the magazine.

One of the problems contestants solve is
a practical bookkeeping
problem. They must use technical under-
standing of bookkeeping prin-
ciples to apply them, and
to find the solution to the
problem. Last
year, 10,000 students tackled the as-
signed problems and submitted their solutions.
The magazine, according to Mil-
lison, editor of the B.E.W.,
will publish the solutions, and
the winning materials, will
be published practically.

Prizes

Winning students will be awarded
prizes in each division (there

are three independent competing divi-
sions: public high schools, Catholic high
schools, and colleges and private business
schools):

First Place: A silver cup to the win-
ning club and \$10 to the teacher (or
teachers) of the winning club.

Second Place: \$10 to the teacher (or
teachers) of the winning club.

Third Place: \$5 to the teacher (or
teachers) of the winning club.

Superior Merit Awards: \$3 award to
each teacher (or teachers) whose class
achieves a composite score of 275 (out of
a possible 300) or more.

Additional Teacher Awards: A special
\$5 award to the teacher (or teachers)
submitting the largest club of *qualifying*
papers in each division.

Superior Achievement Certificates:
Hundreds of gold-, red-, and blue-seal cer-

tificates, suitable for framing, will be
awarded *teachers* whose clubs reach cer-
tain standards regardless of whether or
not they win one of the cash prizes.

Two hundred \$1 cash prizes: To the
individual students who submit outstand-
ing papers.

Contest Certificates: An attractive two-
color certificate for *every* student whose
paper meets a business standard accept-
able to the judges.

Equal Chance

Every club, large or small, has an
equal chance to win this contest through
the use of a composite score. The com-
posite score for each competing school
will be the sum of three percentages: (1)
percentage of the total enrollment of the
class or classes submitting papers, (2)
percentage of papers submitted that reach
an acceptable business standard, and
(3) percentage of papers submitted that
rank as "superior."

Get Ready Now

To receive advance copies of the con-
test materials, fill in the coupon on the
opposite page and mail it today. The
materials will reach you, then, early in
February. The contest closes at midnight,
March 19.

Entries should be in "clubs" of ten
or more students (students of several
teachers should combine to make a com-
posite school club). An entry fee of 10
cents for each student, to help defray
contest expenses and the cost of issuing
certificates must accompany solutions.



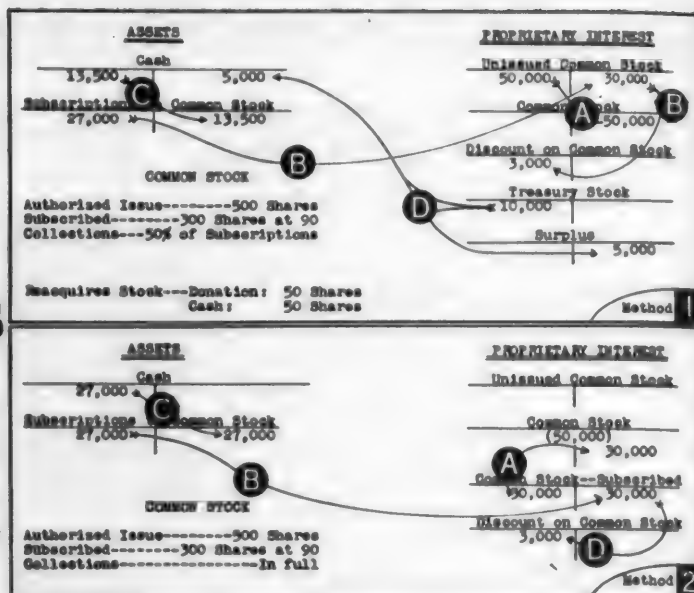
Three Silver Trophy Cups—and Cash!



Student Contest Certificates

Common Stock Transactions

HOWARD A. ZACUR
University of Miami
Coral Gables, Florida



BEFORE accounting methods to be used in handling transactions involving common stock sold at a discount are introduced, a preliminary discussion should point out such essential facts as: Charters are granted corporations permitting them to issue stock. A figure known as *par value* may be placed on each certificate or share of stock. In some states, a corporation may be permitted to sell the stock at a figure above par, known as *selling at a premium*, or at a figure below par, known as *selling at a discount*.

Method 1

There are three basic steps in recording entries for stock transactions: *first*, the charter authorization for the issuance; *second*, the obtaining of subscriptions, which are agreements to purchase and pay for stock; and *third*, the collection of the subscriptions.

In the entry for the authorization of common stock, (A) the capital accounts are affected by a debit to Unissued Common Stock and a credit to Common Stock. When individuals subscribe to stock, (B) the asset and capital accounts are affected by a debit to Subscriptions to Common Stock and a credit to Unissued Common Stock. Since our problem deals with the selling of stock at a discount, (B, continued) Discount on Common Stock account is debited for the amount of the discount.

When the subscribers pay for the stock they have purchased, (C) the accountant will debit Cash and credit Subscriptions to Common

Stock. This is referred to as "collections." The balances of the stock accounts represent the amount of the stockholders' equities in the assets.

Special Note: If the company does not issue par-value stock, the Unissued Common Stock and the Discount on Common Stock accounts may not be used. In the event that a company reacquires, by donation or repurchase, its own stock previously issued at par or at a premium, an entry is recorded debiting Treasury Stock and crediting Surplus and Cash. This is shown on the chart as D.

At the end of the fiscal period, the Discount on Common Stock account is closed into Surplus. When the Premium account is used, it also is closed into Surplus.

Method 2

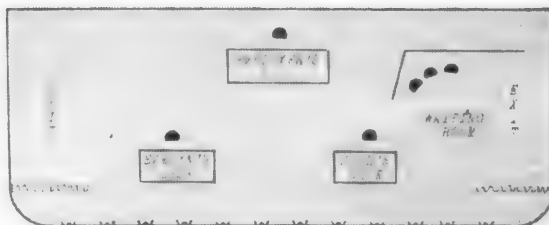
The same three basic steps mentioned under Method 1 are used in Method 2, but the entries are not the same.

The authorization entry (A), for example, is placed in memorandum form in the Common Stock account. A memorandum may also be made by debiting Unissued Common Stock and crediting Common Stock. The Common Stock Subscribed account is used when following this method.

The Subscriptions to Common Stock account is debited and the Common Stock Subscribed account is credited (B) when subscriptions are obtained. Collections are handled (C) the same as in Method 1.

A play suitable for auditorium presentation, to be followed by group discussion.

ALICE C. GREEN
Chicago, Illinois



Making a Success of Your Job

CHARACTERS

MR. JONES, the employer, a well-groomed young man at the mercy of his secretary.
MRS. JONES, his wife, whom the secretary ignored at the wrong time.
ROSE WILLIAMS, the inefficient secretary who was hired during wartime shortages.
JANE WATT, a matter-of-fact and efficient mail clerk—with a barbed tongue.
MILLIE, Rose's buddy, whose poor typing loses a contract and her job.
EVELYN HALL, who makes a success of her new job.
COMMENTATOR, who starts the play and ties the threads together afterward.
AND four telephone voices.

PROLOGUE

COMMENTATOR: Few realize the value of personality in an office. Yet, the person who makes it a point to be accurate in all his work, who co-operates cheerfully with fellow workers and employer, and who works industriously even without supervision possesses qualities that are as important to his success in life as are knowledge and skill.

The skit that follows is presented with a twofold purpose: 1. To give you a picture of activity in a real office, so that you may observe how duties should or should not be done; and 2. To illustrate how necessary desirable character traits are in a position that carries responsibility.

We take you now to one of the offices of the Better Products Company.

CURTAIN

(EVELYN is at a small table reading correspondence preparatory to filing. ROSE is at her desk trying to get a number on the dial telephone.)

(ROSE: dials telephone at furious pace.)
VOICE OF SWITCHBOARD OPERATOR OF COMPANY DIALED IN ERROR: Dixon and Manning, nuts and bolts.

ROSE: (Returns receiver, a look of surprise on her face.) Nuts . . . and bolts! That's not the number I wanted. (Dials again, as furiously as before.)

VOICE: What number did you call, please?
ROSE: Franklin 2-6-um-0. (Opens drawer of her desk as she says third figure.)

VOICE OF TELEPHONE OPERATOR: Franklin 2-6-4-0?

ROSE: (Curtly.) No! No! Franklin 2-6-1-0.

VOICE: Franklin 2-6-1-0. (Slight pause.) Sorry, line is busy.

ROSE: (With consternation.) That operator is impossible! Either she can't understand English or she gives me the busy signal.

EVELYN: (Looks up from work; speaks seriously and kindly.) If you dialed more slowly, perhaps you would have better success.

ROSE: (Dramatically.) Really? Listen to teacher. It's almost six weeks since you were graduated from high school, isn't it? Keep it up, kid; you'll be a private secretary before you know it.

EVELYN: (Embarrassed and apologetic.) I'm very sorry. My suggestion was meant to be kind. I didn't realize how it might be interpreted.

ROSE: (Still sarcastically, but a little more kindly.) Oh, it's quite all right; only remember, I've had a lot more experience than you have. I've worked in about a dozen offices in the three years I've been employed—and I've found the telephone operators just about the same all over. (Starts to dial again.) 2-6 . . . 2-6 . . . (Slams receiver.) Now she's

got me so rattled I don't know what number I'm calling. (*Scoops up papers on her desk and looks for card with telephone number; lifts receiver again but returns it when mail clerk enters.*)

(*JANE enters with mail, right entrance.*)

JANE: (*Cheerily.*) Good morning, everybody.

EVELYN: Good morning, Jane.

JANE: (*Walks to ROSE's desk; takes several letters from her wire basket.*) Here's the mail for Mr. Jones. (*Takes out large envelope.*) Uncle Sam would like a little more postage on this one, please.

ROSE: (*With air of importance.*) Give it to Evelyn, please. She'll take care of it.

JANE: (*Hands envelope to EVELYN; walks a few steps; then calls to ROSE very sweetly.*) So, Evelyn weighs the mail now. I wondered why so few letters were coming back lately. (*Leaves by right exit.*)

ROSE: (*Angrily.*) Don't have anything to do with that mail clerk. She talks too much. (*Opens purse takes out make-up kit, and starts applying lipstick.*)

EVELYN: (*Weighs envelope and affixes stamp.*) Perhaps we had better add a special-delivery stamp also to the letter that was returned.

ROSE: (*Preoccupied.*) Why?

EVELYN: Because Mr. Jones mentioned yesterday that the construction company is in a hurry for the latest specifications.

ROSE: (*Startled.*) The letter that came back—is it the one I took care of personally so that it could get off early? (*With emotion.*) Oh, dear! by all means! And get it out of here before Mr. Jones finds out.

EVELYN: (*Affixes another stamp; rises.*) I'll send it out immediately. (*Leaves by left exit.*)

ROSE: Guess she means well, but she's so efficient she gets on my nerves.

(*Enter MRS. JONES by left entrance. She looks around, notices ROSE, approaches, and is about to speak.*)

(*ROSE ignores visitor; takes one of the unopened letters to employer's desk. When she sees visitor still standing by her desk, she starts filing her nails; her back is toward the caller.*)

(*MRS. JONES seats herself in waiting room when ROSE shows no signs of returning.*)

MILLIE: (*Rushes through waiting room;*

stops at extra chair by desk of her friend.) Hy-yah, pal! How's Rosie?

ROSE: Such pep for so early in the morning.

MILLIE: Ha-ha; that's only my personality, babe. I'm half dead. (*Sinks into chair.*) Didn't get home until early this morning. I'll tell you all about it this afternoon. Everything set for the matinee?

ROSE: Yep, everything's arranged. I told the boss I'm going to my cousin's wedding. I'm being one of the bridesmaids in fact.

MILLIE: Ha-ha. Leave it to you to think up a good one. By the way (*waving her arm in the direction of EVELYN's desk*), how's your new assistant coming along? Does she still work her head off even when the boss isn't in the office, or has she gotten wise?

ROSE: She hasn't changed her ways. I shouldn't kick, though, for she does jobs for me that I hate doing, and she doesn't squawk about it.

MILLIE: If she wants to be dumb, you should worry. (*Suddenly jumping up.*) Oh, oh! I just remembered something! I better be running along for once. Mr. Ridge has a big deal coming up this morning; and, if I'm not there, he might not like it. Toodle-oo.

(*MILLIE leaves by left exit. ROSE resumes task of opening letters. EVELYN enters from left entrance.*)

EVELYN: (*Starts past caller; then addresses her politely.*) Good morning; is there anything I can do for you?

MRS. JONES: (*Rises.*) Thank you, yes. I'm Mrs. Jones. My husband probably has not yet come in this morning, for he had a call to make on his way down. Would you see that he gets this when he arrives? (*Hands portfolio to EVELYN.*)

EVELYN: I shall be very glad to see that he gets it, Mrs. Jones.

MRS. JONES: (*Kindly and friendly.*) You must be Evelyn, who came here to work just a short while ago.

EVELYN: Yes, I am.

MRS. JONES: My husband appreciates your work a great deal, I can assure you.

EVELYN: Thank you. I enjoy very much working for Mr. Jones.

MRS. JONES: Good day, Evelyn. (*Waves friendly farewell.*)

EVELYN: Good-bye, Mrs. Jones.

(*Exit MRS. JONES by left exit.*)

(EVELYN places portfolio on employer's desk where he will be sure to see it and returns to her desk.)

ROSE: (Somewhat stupified but very dramatic.) The Boss's wife! Ev-er-y-thing happens to me! I let her sit because I thought she was here to sell something. (To EVELYN.) It seems to me that you get all the breaks around here.

(Enter MR. JONES from left entrance.)

MR. JONES: (Cheerily.) Good morning.

ROSE and EVELYN: Good morning, Mr. Jones.

MR. JONES: (Places his hat on his desk and picks up portfolio.) So, here's my portfolio. I just met Mrs. Jones at the elevator. She has a hunch I'll be needing a certain contract it contains. Although she is usually right, in this instance I'm afraid that Mr. Bailey has already signed with our competitor down the corridor. (Comes over to desk of ROSE.) How about the Wilson matter? Can he see me this afternoon?

ROSE: I've been trying to get him all morning, Mr. Jones, but the line has been busy.

MR. JONES: (Seriously.) As I said yesterday afternoon, it would save me exactly three hours if I could see him today. (Looking at his wrist watch.) He is usually out of the office between ten thirty and two. You will have to get him in the next ten minutes or not at all. Keep at it until you get the information, won't you? (Walks to right exit, but before leaving says.) I'll be over in Section 10 to check on the new machine. If anyone wants me, you can ring me there.

ROSE: (Walks to desk of EVELYN, hands her a card and says sweetly.) Would you do me a favor?

EVELYN: Surely.

ROSE: Get this number and find out if Mr. Jones can have his appointment changed from Monday at three to today at three.

EVELYN: Whom shall I ask for?

ROSE: Mr. Wilson or his secretary. (Sits in EVELYN's chair.)

(EVELYN walks to desk of ROSE and dials clearly.)

VOICE OF SWITCHBOARD OPERATOR: Paxton and Paxton.

EVELYN: Mr. Wilson's secretary, please.

VOICE OF MR. WILSON'S SECRETARY: Mr. Wilson's office; secretary speaking.

EVELYN: I'm calling for Mr. Jones, of

Better Products Company. Mr. Jones would like very much to advance his appointment with Mr. Wilson from three o'clock Monday to three o'clock today—if it is just as convenient for Mr. Wilson.

VOICE OF SECRETARY: Just a moment, I'll see. (Slight pause.) Hello. Yes, Mr. Wilson will be glad to see Mr. Jones this afternoon at three.

EVELYN: Thank you. (To ROSE, as she hands her her card and returns to her place.) It's all right.

ROSE: (Places card on employer's desk and makes notation of it.) Thanks, dearie. (Returns to her desk.)

(Re-enter MILLIE from left entrance.)

MILLIE: (Walks dejectedly; slumps into chair used on previous visit.) Bad news. Guess what? That important customer, Mr. Bailey, was already in conference with Mr. Ridge when I got in. And Mr. Bailey was in a terrible mood. He wouldn't sign the contract with Mr. Ridge that I had typed because of the erasures. His excuse was that a contract in that condition would never stand up in a court of law, and therefore it was useless. Well, to make a long story short: that, on top of my being late again, finished me. I'll be stopping at the employment agency this afternoon.

ROSE: Guess I'm in the same boat. I haven't had any luck either lately. I'm going to quit before I get fired. I'll tell you about it while we have our Coke.

(ROSE and MILLIE leave by left exit.)

(Re-enter MR. JONES from right entrance.)

MR. JONES: I couldn't help overhearing that remark. (Rubbing his hands and chuckling, as he seats himself at ROSE's desk.) I am not exactly heartbroken over Rose's decision. I hired her when help was difficult to get. (Glances at mail on her desk before continuing.) Her typewriting is fine, but her general attitude and inefficiency irritate me to the point of distraction. I have known for some time that she would never make a good secretary, for she is not dependable. She probably thought she was putting something over when she went down for Cokes on company time, or took a little extra time for lunch or had you do her work—but she never deceived me.

EVELYN: Oh, I wasn't at all overworked.

MR. JONES: You made a fine impression on

my wife this morning. Where did you learn to meet callers? I thought you were just out of school?

EVELYN: We had training in our advanced stenography class, and I had practice meeting callers while working as a volunteer in our school office.

MR. JONES: (*Thoughtfully.*) Very good. How would you like to be my secretary—with a raise in pay?

EVELYN: I'd love it, but—am I experienced enough?

MR. JONES: You have integrity, good judgment, dependability. You are learning quickly—you keep your eyes and ears open.

EVELYN: (*Excitedly.*) Something you just said, Mr. Jones, reminded me. . . . This morning you mentioned a contract with a Mr. Bailey that you thought a competitor was getting. Was that competitor Mr. Ridge?

MR. JONES: (*Interestedly.*) Yes. But . . . How did you know?

EVELYN: The girl who works for Mr. Ridge just happened to mention to Rose that a Mr. Bailey had refused to sign a contract with Mr. Ridge.

MR. JONES: (*Excited but still mystified.*) Refused to sign? Do you know why?

EVELYN: I believe it was because of erasures in the contract.

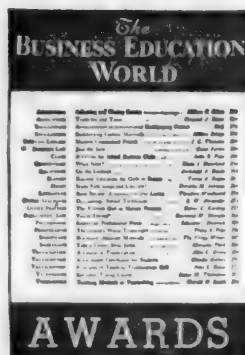
MR. JONES: (*Face lights up. To himself.*) So, Mr. Bailey left in a huff, eh? Wonderful! *Wonderful!* (*Gets up suddenly.*) Where's that portfolio my wife brought down? (*Grabs it and his hat and starts for left exit; stops.*) I'm going to drop in on Mr. Bailey. If any calls come in while I'm gone, find out who they are, what they want, and get their numbers—in that courteous, efficient way of yours. I should be back in an hour. (*Joyfully dramatic as if confident he will get the order.*) Until then—you're the boss!

CURTAIN

COMMENTATOR: This play we have just seen is amusing; but it contains some interesting lessons, too. I'm going to ask our stage crew to open the curtain and to have our players take their places again . . . (*Curtain opens, players on stage*) . . . so that I can ask them to tell us what were the right things and the wrong things they portrayed.

DISCUSSION (*By players.*)

FINAL CURTAIN



January

Edited by
MILTON BRIGGS

WANT your students to start the new year with genuine enthusiasm for their book-keeping class? Want to make them conscious of business standards, of the importance of book-keeping fundamentals, of the need for precision and neatness? Want to make them *try* as they have never tried before?

If you do, have your class tackle this month's bookkeeping-contest problem! It is an interesting problem, a challenging problem, a demanding problem. The students' work, if submitted for appraisal and certification, will be judged by an impartial board of judges in New York City. These judges will send attractive two-color certificates of achievement to all students who submit satisfactory papers—satisfactory, that is, by business standards!—and will send criticisms of all papers below business standards.

Contest Rules

Five simple rules govern the contest:

1. **AWARDS.** First prize in each division, \$3; second prize, \$2. Honorable Mention, a Scholastic Achievement Certificate suitable for framing. Every satisfactory solution, a two-color Certificate of Achievement (pocket size).

2. **CLOSING DATE.** February 12, 1948. Send solutions (not less than 5) to the B.E.W. Department of Awards, 270 Madison Avenue, New York 16, New York, postmarked on or before February 12.

3. **IDENTIFICATION.** Send a typed list in duplicate of the names of students whose papers are submitted. Place "A" after the name of each student to indicate that a Junior Certificate of Achievement is to be awarded, "B" to indicate a Senior Certificate, and "C" to indicate a Superior Certificate. (Certificates must be earned in order.) Have student's name, name of school, address of school, and teacher's name in full in the upper right-hand corner of each paper.

4. **FEE.** Remit 10 cents for each paper, to cover in part the costs of examination, printing, and mailing.

Bookkeeping Awards Contest

Your bookkeeping students can win cash prizes and attractive achievement certificates by preparing a trial balance, a profit and loss statement, or a balance sheet from this month's contest materials.

Contest Closes
February 12

5. JUDGES. Milton Briggs, Claudia Garvey, Alan C. Lloyd.

General Instructions

(Please read the following introductory paragraph to your students:) For this contest, assume that you are bookkeeper for the Perfection Laundry Service owned by Paul Provost. At the close of business on December 31, 1947, account totals in the General Ledger, after adjustment, were as indicated in the adjacent box. (Dictate, duplicate, or write on the blackboard the account titles and figures shown in the box.)

| Account Titles | Debits | Credits |
|---------------------------------------|------------|-----------|
| Accounts Receivable | \$1,017.03 | \$ 74.92 |
| Expired Insurance | 432.50 | ..... |
| Taxes | 704.94 | ..... |
| Taxes Payable | ..... | 371.18 |
| Cash | 48,498.28 | 46,400.11 |
| Repairs Expense | 610.54 | 6.00 |
| Heat, Light, and Power | 4,800.43 | ..... |
| Supplies on Hand | 707.42 | ..... |
| Pay Roll | 26,860.66 | ..... |
| Notes Payable | 3,000.00 | 5,000.00 |
| Supplies Used | 4,726.63 | 707.42 |
| Advertising Expense | 401.04 | ..... |
| Depreciation of | | |
| Equipment | 2,560.05 | ..... |
| Equipment | 25,060.50 | ..... |
| Reserve for Depreciation of Equipment | ..... | 3,015.75 |
| Paul Provost, Drawing | 2,400.00 | ..... |
| Rent Expense | 1,200.00 | ..... |
| Paul Provost, Capital | 50.00 | 19,019.30 |
| Service Sales | 109.22 | 46,302.89 |
| Office Expense | 296.50 | 4.38 |
| Accounts Payable | 16,340.19 | 19,359.98 |
| Prepaid Insurance | 972.50 | 432.50 |

Directions

Assignment A. To earn a Junior Certificate of Achievement, prepare a trial balance of differences from the information shown. Arrange accounts in order according to classification: Assets, Liabilities, Proprietorship, Income, Costs, and Expenses. List expense accounts

alphabetically. Use pen and ink and journal paper or white paper properly ruled.

Assignment B. To earn a Senior Certificate of Achievement, do Assignment A; then, on the back of the same sheet of paper, prepare a profit and loss statement for the year ended December 31, 1947. Use pen and ink.

Assignment C. To earn the hard-to-get Superior Certificate of Achievement, complete Assignments A and B; then prepare a balance sheet, either in report form or in account form. You may use either pen and ink or the typewriter. Submit only your balance sheet; you need not send your trial balance and profit and loss statement if you are applying for only the Superior Certificate.

Tips for Teachers Only

The correct total for the trial balance of differences for the January contest problem is \$73,569.69. The correct net profit for the year for the Perfection Laundry Service is \$4,372.18. It is suggested that the proprietorship section in the balance sheet to be dated December 31, 1947, be shown as follows:

| | |
|------------------------------------|-------------|
| Paul Provost, Capital, January 1 | \$18,969.30 |
| Net Profit for Year | \$4,372.18 |
| Less Drawing | 2,400.00 |
| Net Increase in Proprietorship | 1,972.18 |
| Paul Provost, Capital, December 31 | \$20,941.48 |

Taxes Payable is classified as a liability and appears in the balance sheet; **Taxes** is an expense account and appears in the profit and loss statement.

ATTENTION

For full details of the Annual International Bookkeeping Contest, see pages 278-279.



R. R. ROSENBERG
Public Schools
Jersey City, New Jersey

Alternate-Answer Tests in Business Law

ALTERNATE-ANSWER tests have long been popular with business-law teachers because of ease of construction, simplicity of use, and rapidity of scoring.

Varieties. Most familiar to every teacher is the "true-false" question, which requires the student to appraise the accuracy of a declarative statement. In these days, when we want students to be able to judge the truth or falsity of statements they hear and read, training in quick appraisal can be a worth-while by-product of the use of true-false questions.

Many teachers prefer the use of the "yes-no" type of alternate-response question, believing that it is easier for the students to answer a direct question than it is for them to analyze a declarative statement in search of its nuclear question and then to make an evaluative decision. Certainly this much is true: It is easier to compose direct and clear questions than it is to compose true-false statements that are equally clear and direct.

Other types of responses include the "more nearly true or more nearly false" evaluative answer, the "right or wrong" answer, the "correct or incorrect" answer, the "agree or disagree" answer, and so on. With each of the alternate-answer responses, some teachers insert a third, a neutral, response of the nature of "insufficient evidence," "undecided," "other factors need mentioning," and so on.

Strengths. The chief asset of the alternate-response question is its *rapidity*. A true-false test, for example, can be quickly prepared by the teacher, can be administered to the class in a very few minutes, can be easily scored (especially if answers are on separate answer sheets or in a column on the test form), and can be easily converted to grades. Teachers can cover a wide subject topic in a few min-

utes. Because alternate-response questions are so quickly answered, students answer more of them in a shorter time than they can any other kind of question.

Weaknesses. The chief lament about true-false, yes-no, right-wrong, and other alternate-response questions is the fact that the student can guess half the answers.

As a result of this criticism, many researchers have sought ways to correct score values to remove the "chance" value. Statistically this has been proved possible and practical by the simple device of subtracting wrong scores from right scores (thus giving double penalty on errors, so that students will leave a question blank rather than guess at its meaning) instead of counting only the number of right responses. If you doubt the efficiency of this procedure, have students take two tests, one of which they are cautioned about the R-W scoring and one of which they are not warned; score both by the R-W method, and observe the difference!

Another way to eliminate guess values is to have each student weight his answers in the method shown in this month's model test, shown on the opposite page. If he weights his answer "sure," he gets double credit, plus or minus. If he weights his answer, "think," he gets single credit, plus or minus. If he does not want to take a chance on a question of which he has no real basis for making a decision, he weights his question as a "guess" so that it does not add or subtract from his score. This last step is an improvement over the idea of leaving a question unanswered; the student gets some answer down, and he can therefore profit more when the test questions are subsequently reviewed.

In scoring a "weighted" test, the scorer writes +2, -2, +1, -1, or zero beside each answer; the final score is the algebraic sum—for example, weighted rights minus weighted wrongs. If you have not tried this device, you will be amazed at the extent to which it eliminates guessing—after the first time!

INSTRUCTIONS: (1) The underscored word or phrase in each of the following statements makes the statement either true or false. If the statement is true, write T in the answer column. If the statement is false, write F and the word or phrase that will make the statement correct. (2) Weight your answers: if you are positive your answer is correct, place an X in the "Sure" column so that your answer counts plus or minus two points; if you are not positive but think your answer is correct, place an X in the "Think" column so your answer counts plus or minus one point; if you are guessing and do not want your answer to count at all, place the X in the "Guess" column. Be sure to place a weighting after every question.

| QUESTIONS | ANSWER | Sure | Think | Guess | Score |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------|-------|-------|-------|
| 1. Oral contracts for the sale of real estate <u>may not</u> be enforced. | T | | | | |
| 2. Contracts that cannot be performed within one year <u>must be in writing</u> , in order to be enforceable. . . . | T | | | | |
| 3. The person named in a will by the testator to carry out its provisions is known as the <u>administrator</u> . . . | F - executor | | | | |
| 4. An oral promise to pay a debt after it has been discharged in bankruptcy proceedings <u>is enforceable</u> . . . | F - is not enforceable | | | | |
| 5. A <u>formal</u> contract must always be in writing and under seal. | T | | | | |
| 6. A contract <u>may be made</u> between two persons for the benefit of a third person | T | | | | |
| 7. A contract of employment or a contract for personal services <u>may not</u> be assigned. | T | | | | |
| 8. A <u>novation</u> results when the parties or the terms of an existing contract are changed by the mutual consent of the parties. | T | | | | |
| 9. An assignment gives the assignee <u>no better</u> title than his assignor had. | T | | | | |
| 10. <u>Tender</u> is an attempt to do what one is obliged to do under a contract. | T | | | | |
| 11. Delivery <u>is necessary</u> in order that a valid gift may result. | T | | | | |
| 12. A person <u>may be guilty</u> of fraud even though the other party to the contract suffered no damages | F - may not be guilty | | | | |
| 13. Under the Statute of Frauds, a contract for work, labor, and services <u>is required</u> to be in writing, in order to be enforceable. | F - is not required | | | | |
| 14. An oral contract <u>is not</u> so binding as a written one | F - is | | | | |
| 15. A minor's failure, upon becoming of age, to affirm an executory contract <u>implies disaffirmance</u> | T | | | | |
| 16. Title and possession <u>always</u> pass in a sale. | F - donot always | | | | |
| 17. Goods offered for sale that have been definitely agreed upon by both parties to the contract are said to be <u>specific goods</u> | T | | | | |
| 18. In a contract to sell, title <u>remains in the seller</u> | T | | | | |
| 19. Title to specific goods, in a deliverable condition, passes <u>at the time of the sale</u> | T | | | | |
| 20. Title to goods sold with the privilege of return passes <u>when the stipulated time for the examination of the goods has passed</u> | F - when the goods are delivered | | | | |
| 21. An IOU <u>is not</u> a promise to pay. | T | | | | |
| 22. Insurance contracts <u>must</u> be in writing. | F - need not | | | | |
| 23. A minor <u>may not</u> own stock in a corporation. | F - may | | | | |
| 24. An agent <u>can always</u> appoint another to act for him. | F - cannot always | | | | |
| 25. The seller has the <u>right</u> to retain possession of the goods until the purchase price has been paid, unless the contract of sale specifically requires the delivery of the goods before payment. | T | | | | |
| FINAL SCORE | | | | | |

On your next few alternate-answer tests, try this weighting device for eliminating guesses.

“Build Shorthand Vocabulary Along with Speed”



This is the fifth of ten commandments for the teaching of shorthand, by CLYDE I. BLANCHARD

SPEED on the most-used words is essential—but not enough. The vocabulary of the average business letter used for dictation consists of approximately 90 per cent easy, frequently used words. The remaining 10 per cent builds the students' vocabulary. The higher the students' speed is on the 90 per cent, the more time they have to write the 10 per cent. It is, therefore, very much worth while to train students to write most-used words at a speed considerably beyond their over-all speed; however, in so doing, the teacher may but should not neglect the building of the students' vocabulary.

Read the following business letter. It is an actual letter of a little more than average difficulty for, although it has 202 actual words, it has 225 standard words.

Dear Madam:

We are about to close our fiscal year with the greatest volume in our history of 104 years. So far, our transactions have increased over 400,000; and we are now preparing to make the coming year a greater and a better year.

With a greater volume of business, a quicker turnover, and lower prices for quality merchandise, we shall be in a position to offer extraordinary values if we have your co-operation.

Our economists state that it will be necessary for our customers to clear up past-due indebtedness in order that our program may be fulfilled. This will enable you to start with a balanced account and greater purchasing power; also to take advantage of the most concentrated effort in our history to bring about a bigger and better business year.

If you have not paid your account as yet, please do so at once, as all our accounts will be reviewed by our auditors before February 1. If your account is balanced, you will be able to start the new fiscal year by increasing your purchases at our store, thereby increasing your savings.

Your prompt remittance of the amount due, \$19.40, will be appreciated. Yours very truly, (202)

Now, let us analyze the vocabulary of this letter to find how many words it contains that may add to the advanced shorthand students' writing skill.

| | |
|-------------------------------------|-----|
| Number of actual words | 202 |
| Number of duplicates | 86 |
| <hr/> | |
| Number of different words | 116 |
| Number of brief forms | 46 |
| Number of high-frequency words | 56 |
| Total number of 3,000-word group .. | 102 |
| <hr/> | |

Number outside 3,000-word group 14

The frequency of the 116 different words according to the Horn list is:

| | | |
|--------------|----|-----|
| 0- 500 | 68 | |
| 501- 1,000 | 12 | |
| 1,001- 1,500 | 14 | |
| 1,501- 2,000 | 1 | |
| 2,001- 2,500 | 5 | |
| 2,501- 3,000 | 2 | 102 |
| <hr/> | | |
| 3,001- 5,000 | 4 | |
| 5,001-10,000 | 5 | |
| Over 10,000 | 5 | 14 |
| <hr/> | | |

Total number of different words 116

The duplicated words and the number of repetitions of each word are:

| | | | | | |
|--------------|---|-----------|----|------------|---|
| a | 7 | in | 4 | we | 4 |
| account | 3 | if | 3 | will | 5 |
| and | 5 | of | 4 | with | 3 |
| be | 6 | our | 10 | year | 5 |
| greater | : | the | 5 | you | 3 |
| have | 3 | to | 7 | your | 6 |

This repetition further emphasizes the necessity of concentrating on the practice of the nonduplicated words and especially those words that will enlarge the students' writing vocabulary. The "blacked-out" letter on the next page shows that the vocabulary-building possibilities of this letter are confined to 14 words having a frequency outside the 3,000-word group.

We can't build vocabulary in the advanced shorthand class by feeding our students on the most-used words, which make up about 90 per cent of the vocabulary of the average business letter.

Build Vocabulary by Previewing

Because only 10 per cent of what you dictate to your advanced students has any vocabulary food value, then it would seem logical that your students should devote most of the practice time preceding dictation to the mastery of this 10 per cent.

The selection and practice of this 10 per cent in the form of a preview for each take, therefore, become of major importance in your speed-building and vocabulary-building plan. An experienced teacher who is also a practical writer will have little difficulty in selecting a 10 per cent preview. A beginning teacher with little writing experience might have to select 15 per cent to be sure that he has not overlooked some words with high vocabulary food value. The preview should be written on the blackboard by you, the teacher.

(I know of no better way for a teacher to increase his own shorthand speed while he is teaching shorthand than by writing previews and parts of takes on the blackboard every day!)

If you prefer to practice a 5-minute take minute by minute or half a minute by half a minute in accordance with the Pyramid Plan for dictating, you may prefer to place the preview on the blackboard a few words at a time instead of all at once. Two or three rapid readings of the preview followed by writing the words from dictation take very little of the total teaching time, but the

time spent pays big dividends to the students.

In my own teaching, I found that the practicing of a word separately out of context is not sufficient to insure its mastery in context. I go one step further and dictate a portion of the sentence containing the word to be previewed. The students in this way become familiar with the word in its "setting."

The importance of the preview cannot be overestimated. Its proper and constant use will serve as an automatic control over too much testing and will enable the teacher to use every bit of vocabulary-building food value in all dictation materials used. In this way, the students will not only enlarge their shorthand vocabularies, but will do so as part of their speed-building program.

(Continued on page 309)

By crossing out duplicate, brief-form, and familiar words, you can quickly determine what vocabulary-building words a letter contains.

Dear Madam:

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With a greater volume of business, a quicker turnover, and lower prices for quality merchandise, we shall be in a position to offer extraordinary values if we have your cooperation.

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Your prompt remittance of the amount due, \$10.40, will be appreciated.

Yours very truly, (202)

"If I Had More Time!"

FOSTER W. LOSO
Director of Business Education
Elizabeth, New Jersey, Public Schools

SINCE man first noted the setting sun, he has been conscious of the effect of time on life. Time is as precious as life itself, and as elusive as the sun's rays. Except in Shangri-la, lost minutes are lost forever. Those who have learned to get the most from life have learned how to use time intelligently. Time, like life, must be used while it is with us. It cannot be captured and set aside for use when we want it.

How frequently we hear a teacher say, "If I had more time, I could do a better job"; "The pupil failed *because* of absences from class"; or "The course of study can't be completed in the time allowed us." All these statements are undoubtedly true; but teachers sometimes force the situation.

We, like others, tend to waste time—perhaps because we seem to have an inexhaustible supply of it. A teacher facing a class of 30 pupils for 60 minutes has 30 clock hours at his immediate disposal. With so much time available, is it any wonder that the thoughtless teacher is apt to consider a few minutes as of little importance? Five minutes lost each period in 180 sessions of a class represent 4 weeks of school, or twenty 45-minute periods! Three minutes lost each period amount to more than two weeks' teaching time in a class that meets one period a day. The minute we take to check the roll throws away nearly a week.

Almost any teacher will seriously consider failing a weak pupil who has missed three of our week's time from school on account of illness; lost teaching, on the other hand, is easily overlooked, because it is distributed over the whole class and the whole school year. The retardation is less noticeable and, therefore, neither teacher nor pupil is called upon to account for it. Any average teacher

A teacher's stop-watch equation: 60 wasted seconds \times 30 long-suffering pupils + 1 careless teacher \times 180 somewhat similar never-ending sessions = 93 lost hours, or the daylight hours of a full week!

who starts his class on time and does his routine duties effectively and quickly is, more often than not, *soon considered a superior teacher.*

WHAT are some of the time wasters of which teachers are guilty?

Taking attendance, collecting papers, adjusting shades, giving directions, and delivering useless "harangues" consume fresh, new, glittering seconds that accumulate quickly into minutes; minutes unwisely spent in contrast to a well-organized, time-scheduled procedure. Many time-consuming details can be effectively handled by pupils.

Much time is lavishly used in conducting, for remedial or skill-building purposes, *pointless* activities, drills, and exercises.

The teacher often loses his own valuable time and that of pupils by not having his materials handy, ready for use when needed. This fault is the result either of poor planning or of not knowing exactly what he most desires to accomplish.

"When in doubt, review or test." Such guidance is a *sorry* choice of procedure. Only the most thoughtful planning and care should precede a review or a test period. Review that a pupil can do at home should never be given in a classroom. Testing should be held to the minimum. A teacher who has his pupils co-operating as fully with him as a good teacher should have them doing rarely needs to test.

A little planning and the frequent use of a wrist watch or a wall clock is usually sufficient to remind the teacher that "time is rocketing" with jet-propulsion speed.

TEACHER timesaving is of but little value unless it is carried over to the pupil so that he

(Continued on page 292)

Suggestion: Use the opposite page as a bulletin-board study-reminder.

10

9



Suggestions about Studying:

1. Form the habit of regular preparation in a regular place at a regular time.
2. When studying in the evening, the light should come from above and from the left side of the body. Be sure that there is no glare of light into your eyes, reflected from your book or paper.
3. The room temperature should be about 68 degrees. Breathe fresh air.
4. Do not lounge in an easy chair when studying, but desk or table and chair should fit comfortably. The necessary tools should be conveniently at hand.
5. Follow a study schedule in the preparation of lessons. Find the purpose of the lesson and keep it constantly in view. Divide a study lesson into two parts—first, the new assignment, and second, a review of the coming recitation.
6. In doing special assignments, be sure to have in mind exactly what is wanted. Strive to master the main points first. Outlining the work on paper helps. Let refinements come later.
7. Make note of specially difficult points so that you can ask for help intelligently. Check the difficult points in the lesson and concentrate on those points. Go slowly over the difficult parts so that they may be emphasized in your mind. Formulate a clear question about each point of difficulty. If the task is complicated, concentrate on one simple idea at a time.
8. Do not be concerned so much about a grade as about the quality of the work. Work for a standard that you know will be more than satisfactory. Always try to go a little beyond the required work. Often it is the extra practice, the bit of volunteer work, that speeds up learning and makes for real mastery. Use some extra time for quick mental reviews. Watch carefully a step-by-step demonstration of the task to be done.
9. If the unit assigned is too large or too difficult, do as much as you can do well; don't try to do the whole job in a haphazard manner.
10. Study at successive intervals rather than through prolonged and exhausting periods. (Study for a short period; then get up and walk around the room for a minute or two.)
11. In studying reading, skim first for context and read more accurately a second time.
12. Review notes covering subject matter and classwork before tests or written lessons. (Ten minutes' study early in the morning is equivalent to twenty minutes' study at night.)
13. Do not wait until the end of the term to review, but "take stock" at regular intervals.
14. Try to inject variety into your practice; that is, instead of repeating exactly the same exercise over and over, choose a new one involving the same principles and calling for the same abilities.
15. Read aloud sentences in the textbook to judge the sense of the sentences. Get the *sense*. Do not try to memorize the lesson.
16. Keep in a corner of your mirror word lists, brief forms, phrases, or other memory items to be learned of which you need to be reminded frequently.
17. Do your *own* homework in all cases unless it is very necessary that you have help. Study by yourself.
18. Know your homework assignment. Have a small notebook with you in class in order to aid you in keeping your daily lessons systematically.
19. Review the previous lesson before studying the advanced one.
20. If it is necessary to do both studying and written work, it is better to do the studying first and save the written work for the end of the study period.

—Foster W. Loso

FEATURES

Skit of the Month

Long and Short of It

SISTER MARIE FRANCES, S.S.M.
Saint Joseph's Business School
Lockport, New York

Does your school have guidance programs in the report rooms? Try this skit to popularize shorthand.

A short pupil, "Shorty," saunters on stage muttering, "I'm right. I know I'm right. I'll prove I'm right. I don't care what anyone says; I'm right, and I'll prove it."

A tall pupil, "Longy," enters in time to hear the last of Shorty's comments.

"All right, Shorty," Longy says. "You're right; but what is it all about?"

The two discuss whether shorthand is more practical than longhand, Shorty taking the affirmative and Longy the negative. They agree to a test. Shorty goes off stage and comes back with two shorthand writers, while Longy recruits two or three longhand writers from the audience.

The writers take positions at the classroom blackboards and Shorty dictates—first, at 15 or 20 words a minute; then, gradually, at higher speeds. The shorthand writers can take the dictation easily, of course; and they display great boredom at the slow speeds. The antics of the longhand writers, encouraged by Longy's exhortations for them to speed up, will entertain the audience at the same time they make the case for shorthand clear.

When the speed reaches 80 or 100 words a minute (by way of climax), have the longhand writers try to read their scribbling! The shorthand writers can read their notes easily, of course.

To complete the demonstration, Shorty and Longy can ask the shorthand writers what they plan to do with their shorthand skill; and Shorty or one of the shorthand writers can start to give Longy an elementary lesson on a half dozen shorthand symbols that he can learn and use in his own writing.

also may save *his* time. One of our prime duties as "Teachers" (with a capital T) is to teach pupils how to save their time.

We must drill them first in a matter-of-fact fashion that learning is difficult, that learning requires effort, that learning requires careful planning. They must be convinced that the effort it will take them to learn *how to learn* will be worth while. Studying is a tool to learning, and skill in using this tool is one of the most valuable skills that we can develop in our students, because improper studying habits waste students' time doubly: the time invested is greater and is less fruitful.

Learning to study is just as difficult as studying to learn. No one can bestow upon the pupils a secret or magic formula for studying; there is no short cut. But at least we can train students not to take detours—detours that take time and sometimes do not lead back to the main road!

Students who know how to study efficiently are willing to study, for they can feel themselves growing minute after minute. Students who know how to study efficiently enjoy their work better, know where they are heading, and are conscious that they are moving in the right direction.

There are many suggestions that will save students' time in their studying (see accompanying list of suggestions), and it is our responsibility as teachers to see that these suggestions are brought into timesaving action in the lives of our pupils. One additional responsibility in this matter lies in our hands, also: the provision of a fundamental drive motive, a reason for studying, a purposefulness. If students know how to study, and if we convince them that study is worth while, we can save thousands of hours in their lives. I am afraid that a large portion of our learners in school today are working below their actual ability level simply because we teachers have not taken *our* time to teach them how to work and study and save *their* time.

The teacher who is willing to account for every second of his time and who insists that students emulate him by practicing those habits that are most efficient will quickly see marked improvement in his own accomplishment and in the accomplishment of the pupils in his charge.

How much of *whose* life did you waste today?

TWO girls, probably of high school age, walked up to the parcel-post counter of the Post Office and hoisted a huge, but evidently not-so-heavy, package on to the counter before the perspiring clerk.

"I'm sorry, but you have to send that package by express—it's too big to mail," said the clerk to the weary young ladies.

"Express?" inquired the two curious girls, "Where's that?"

This anecdote was my cue to do some thinking. I realized that those two normal young ladies had missed an important part of their education. Either they had not had elementary business training or the unit on shipping services had been omitted.

The Approach

Because similar situations arise every day, we must do something about them. The problem can be approached in a most interesting, down-to-earth manner, or it can be "just more work to be done." The following are possible techniques for beginning the unit: (1) Arrange for a speaker, perhaps someone from the Post Office Department, to tell about the great number of lost, valuable shipments each year. (2) Have a pupil prepare, in advance, two packages: one wrapped as perfectly as it can be, and the other very poorly prepared. This will challenge interest. (3) Plan, in either of the preceding approaches, to introduce this unit near Easter or Christmas time so that the outcomes can be functional immediately.

The Unit Outline

This unit brings instruction right down to the needs of every pupil. The beginning clerk waiting on customers and the child mailing his Christmas gifts are evidences of immediate need, as are the great number of shipments rejected at the parcel-post counter every day.

In our unit outline we make reference to the whole problem of shipping goods, whether by mail, express, or freight. However, I recommend that the main emphasis be placed on the preparation of articles for shipment by parcel post. The study of express and freight shipments is included in this unit merely to illus-

A Q-SAGO Unit on "Shipping Services"

HAROLD D. FASNACHT
Colorado Woman's College
Denver, Colorado

Fourth in a series for teachers of elementary business training, edited by Lloyd L. Jones

trate, clarify, and distinguish the various kinds of shipping services.

Pupil Activities

Many textbooks and study units contain material on the shipping services. But let's get some "zip" into this unit because it is so important that everyone must like to do it and do it well. Let's plan an approach that will invite full participation by everyone because this is a unit in which it can be said, "You don't learn to swim while you are out of the water." We want everyone to learn about, and how to use, the shipping services, particularly the preparation of goods for shipping by parcel post. So, early in the unit—in fact, as soon as the students have discovered the need for it—let's get them busy wrapping a package. Then the other problems: "How shall I send it?" "What special marking does it need?" "What will it cost?" and others will grow out of this important part of the project as it progresses.

This unit will take some preparation; in fact, it must be done in advance of the day the unit is introduced.¹ Paper, twine, something to ship, and other materials must be on hand. If these are not available within the school through the office, storeroom, or mailing room, then each pupil will need to bring his own materials. In either case, when the unit is introduced by the display that contrasts the poorly wrapped package with the well-wrapped package, immediately each one in the class is challenged to say, "I can do better than that."

Discussion, too, will begin at this point relative to such matters as the weight of paper needed, the various kinds of shipments

¹ See Alan C. Lloyd, "Classroom Organization for Elementary Business Training," *BUSINESS EDUCATION WORLD*, November, 1947, page 170.

by parcel post, how to hold and tie the twine, protective wrappings for certain goods,² limitations on other items, and scores of other practical points worth while in the unit. The skillful instructor will not overlook every opportunity to direct the discussion so as to point out the great importance of these services, not so much to the businessman as to the students. Every question can be the basis for a dramatic appeal to each one to help improve the quality of the service rendered by knowing more about it and by being able to participate more efficiently in its activities.

Lecturing alone, or working the assignments in the workbook, will not accomplish the desired ends. It is especially desirable that all pupils participate in as many of the activities as possible. The more thoroughly and carefully the minor projects and activities can be woven into the major activity, the more effective the whole project will be. In other words, make the main thread of the class story for two or three days the attempting to wrap a package and to ship it. The various charts, tables, exhibits, and skits suggested on the unit outline should be brought into the story just when the problems occur which those respective activities are intended to solve.

Take, for example, demonstrating the use of the postal scales. It is of little value to talk about the scales in the abstract. Let each one weigh his own package; examine the parcel-post tables in his textbook or those elsewhere provided; and, with proper assistance from the instructor, determine the cost of mailing his own package. Correct printing and lettering of well-arranged addresses is learned by having to do it in its proper setting.

Some will complete this part of the work ahead of others. They can be grouped together for such activities as the skit, "Getting the overseas package ready for the mail." Some committees will make the visits suggested on the unit outline and prepare the charts and displays that provide not only supplementary information for the consumer of shipping services but also a great deal of training in other types of worth-while activities. In preparing the display of the various forms used in shipping, the pupils can be lead to visualize the most desirable and artistic ar-

² See "Secrets of a Small-town Postmaster," by Ellen Crane, in the October, 1947, B.E.W., page 118.

A Q-SAGO OUTLINE

QUESTIONS — whose answers lead students to grasp concepts

1. What is . . . parcel post? When are PP services used? How do these differ from the other shipping services?
2. Who renders the service to us? Do all post offices offer this service?
3. Who benefits? Can everyone use shipping services? express? freight? Can you? How often?
4. What should consumers know? What kinds of goods can be shipped, and with what limitations? protections? costs? special services?
5. What vocations are involved? Who works at them? What do they do? What would a postal clerk need to know? Are there other kinds of shipping clerks?
6. What personal skills are needed? Do you have them? Do you know how to wrap a package? to select materials? when to use special services? Are penmanship, punctuation, spelling, important? geography? arithmetic?
7. What personal traits are needed? Do you have them? Are you accurate, neat, careful, and proud of your work?

SUBJECT matter — reference for finding desired answers

Our Business Life, pages 276-298.

Preparing for Business, pages 301-320.

General Business, pages 495-526.

Workbook, Our Business Life, problems 79-85.

Junior Business Training for Economic Living, Units 58, 60, 61, 62.

Introduction to Business, pages 237-270.

Film, Of Men and Wings, from United Air Lines.

Sound Filmstrip, 8 mm., The Knack of Easy Wrapping, from BEVA.

Air Express folders, from United Air Lines.

(Note: Required background reading will be in whichever text is basic in the course.)

range for such displays. Those who summarize their visits to the Post Office, the Express Office, and to the shipping department of a large business concern, must be given individual assistance so that their reports will represent businesslike quality. Each activity can be so used as to provide training that will not only develop the ability to

FOR A UNIT ON: "SHIPPING SERVICES"

ACTIVITIES — through which students find, develop, practice, emphasize, etc., the answers. Each activity focuses attention on related goal

1. *Poster: Contrasting well- and poorly wrapped packages, with essentials.*
Display: Materials needed.
Visitor: "Importance of Shipping Services in our Firm."

2. *Poster or Chart: Shipping services and who performs each.*
Report: Agencies in our city performing each.

3. *Visit: Committee to Express Office.*
Report: Air shipping services.
Table: Kinds of items shipped by each type of service.

4. *Blackboard Illus.: Correct printing and lettering style for addressing.*
Practice: Printing legible addresses.
Display: Bill of lading, express receipt, parcel-post label, and so on.
Report: Wrapping paper, twine, and other supplies and where to get them.

5. *Panel: "Everyone is a shipping clerk."*
Demonstration: Using the parcel-post scales.
Visitor: "Parcel-Post Catastrophes."

6. *Practice: Wrapping a package, addressing it, and determining postage.*
Skit: "Getting the overseas package ready for the mail."
Contest: Spelling match—chief cities in the U. S.
Contest: Finding parcel-post costs of mailing to specific zones.
Chart: Vocabulary and definitions.

7. *Visitor: "Opportunities for Shipping Clerks."*
Panel: "How shipping services are a part of all business."
Visit: Committee or small group to shipping department of a large department store.

GOALS — basic concepts to be emphasized in every unit

1. To be successful, any business must fulfill satisfactorily a needed service.

2. Our community is better for having the services of its firms.

3. We are all producers, distributors, and consumers.

4. To make wise and efficient use of business goods and services, we must be informed consumers.

5. A business worker must know where his job fits into the structure of business.

6. Personal skills (penmanship, arithmetic, spelling, vocabulary, English usages, business techniques, etc.) are essential in getting and advancing in a position and in effectively using the services of business.

7. Proper personal traits (manners, willingness to work, grooming, participation in group activity, etc.) are essential in getting and advancing in a position.

OBJECTIVES—basic business concepts made permanent

1. Understanding of the nature of business enterprise.

2. Understanding of the place of business in community life.

3. Understanding of the extent to which we are all dependent upon one another's services.

4. Understanding of the advantages and disadvantages of the consumer's position.

5. Comprehension of the enormous number of vocations in business, and knowledge of the principal duties and functions of the outstanding ones.

6. Improvement in the personal skills (tools) demanded of all business users and workers.

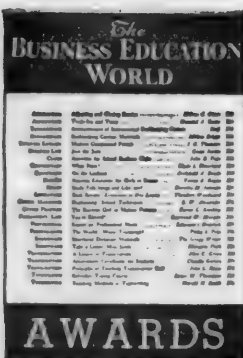
7. Development of the desirable attitudes and characteristics demanded of all business workers.

wrap packages but will also stimulate the growth of other desirable abilities.

Outcomes

Measuring the outcomes of this unit is not difficult. If the pupil can do this project well, he succeeds. If he has difficulty, it may be that he needs to repeat or perfect

parts of the project. All the information that was integrated into the project is, in itself, a sort of test of accomplishment. If formal testing is desirable, there is certainly sufficient specific information available to formulate such tests. The important outcome should be in terms of improved use of shipping services.



Test Your Transcription

Three Sets of Business "Takes"

by

CLAUDIA GARVEY

HERE it is, January! Just another month before the end of the semester—one more month in which to be sure that transcription students are really able to reach *business* standards of transcription efficiency.

Accordingly, as a service to teachers of shorthand and transcription, this month we present three series of straight-out-of-business letters for a transcription test: one 2-letter set to be dictated at 80 and transcribed at a minimum of 10 words a minute; one 3-letter set to be dictated at 100 and transcribed at least at 15 words a minute; and one 3-letter set to be dictated at 120 and transcribed at 20 words a minute or faster.

Suggestions for Use

1. If you wish to test your students on their ability to measure up to business standards on new-matter dictation, use this month's awards material as a test. You may wish to use last month's materials for "warming them up."

2. If you wish to motivate your students and make them eager to do their best work, have them submit their transcripts to the B.E.W.'s Board of Judges for inspection. Transcripts that *do* meet business standards will earn for the students attractive two-color certificates—there is a series of three such certificates, one for each level of achievement; transcripts that *do not* meet business standards will be rejected with a note of explanatory criticism. Coming from "strangers," these notes and awards are especially meaningful to the students.

Procedure for Certification

If you wish your students to try for the exciting certificates of transcription proficiency, simply:

1. Dictate whichever test you wish, observing the instructions for that test.
2. Have students transcribe without help. Those who complete the full test within the maximum number of minutes are "eligible."
3. Send those papers that students believe to

be "mailable" (disqualifying errors include misspelling, untidy erasures, uncorrected typographical errors, serious deviation in wording, and poor placement) to the B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York, by first-class mail or express. With the papers, send (a) a covering letter that gives the names of all contestants and the transcription speeds, in terms of words a minute, they achieved; and (b) 10 cents for each entry, to cover the cost of printing, mailing, and judging. Each transcript should be identified with the student's name, his transcription speed, and the school's name.

There is no dead line in the administration of the awards tests, provided that they are used as new-matter dictation whenever given.

Pretest Teaching Aids

1. Spelling drill:

| | | |
|-----------|-------------------|------------|
| out-doors | in-vig-or-at-ing | clothes |
| scen-er-y | phys-i-cal-ly | week end |
| ideal | grate-ful-ly | horse-back |
| bored | ac-com-mo-da-tion | trails |
| post card | cat-a-logue | sal-a-ries |

2. Grammatical pitfalls:

Compound Adjectives. When two or more words are used before a noun and with a single modifying purpose, they should be joined by hyphens.

For example:

glass-enclosed porches; vine-covered cottages.

(*Caution:* Many such compounds, however, are written as one word; therefore, a dictionary should be consulted for the approved form.)

Figures. Whole numbers less than 100 should be spelled out when they occur individually in sentences. For numbers over 100, figures should be used.

Figures should also be used if the numbers occur frequently; also, figures should be used for all numbers in a group if the largest number in the group consists of three or more digits.

Spell out round numbers (*five hundred*), any number at the beginning of the sentence, and a person's age (unless it includes months and days).

For example:

He has been away for three months.

We ordered 150 cartons.

The questionnaire was answered by 50 men, 72 women, 25 girls, and 15 boys.

The requisition called for 5 notebooks, 15 erasers, and 125 memorandum blanks.

The committee issued five hundred invitations for the banquet.

John is now eighteen years of age.

The Exclamation Point. The exclamation point may be used after words and phrases that ex-

Achievement on These Materials

press strong feeling or emotion. The exclamation point may also be used to express sarcasm, amusement, or surprise. When so used, it may or may not be enclosed in parentheses. This mark of punctuation, however, should be used sparingly.

For example:

Come at once!

Your flattering (1) remarks take me by surprise.

"Week end" is two words. *For example:*

a three-day week end; the Fourth of July week end.

However, preceding a noun, "week end" is hyphenated. *For example:*

week-end specials; week-end parties.

Junior Test

Write the names and addresses on the blackboard; then dictate these two letters at 80 words a minute. They are counted in 15-second intervals of 20 standard words. To be eligible for a Junior Certificate, the student must transcribe both letters mailably within 24 minutes—that is, at 10 w.a.m. or better.

ADDRESSES. *Letter No. 1:* Hotel Agency, 90 Broadway, New York 6, New York. *Letter No. 2:* Crane & Bond, 80 Fifth Avenue, New York 10, New York.

Letter No. 1. Gentlemen: Our annual winter-sports carnival is to be held the week of February 9. We expect/to be filled to capacity and are writing to ask that you supply us with extra help for that week.

We shall/need six additional maids and could use three more people in the kitchen. Can you also supply four more waiters/and a desk clerk? We are willing to pay a \$10 bonus beyond prevailing salaries and will pay (1) transportation charges as well. As you know, our guests are exceptionally generous. It is not at all unusual/for our maids and waiters to receive from \$30 to \$50 a week in tips.

Please let us/know by the end of next week how nearly you can meet our needs. Cordially yours,

Letter No. 2. Gentlemen: Please send us a recent/catalogue of medals and trophy awards. Our annual winter carnival will be held the week of (2) February 9, and we wish to order suitable prizes. We are enclosing a copy of the program. We wish/to offer a medal for each division of the daily elimination contests and three awards for each/division in the finals.

Any suggestions you may wish to offer will be gratefully received. Yours truly, (240 standard words, including addresses.)

Senior Test

Write the names and addresses on the blackboard; then dictate these three letters at 100 words a minute. They are counted in 15-second units of 25 standard words. To be eligible for a Senior Certificate, the student must transcribe the three letters mailably within 27 minutes—that is, at 15 w.a.m. or faster.

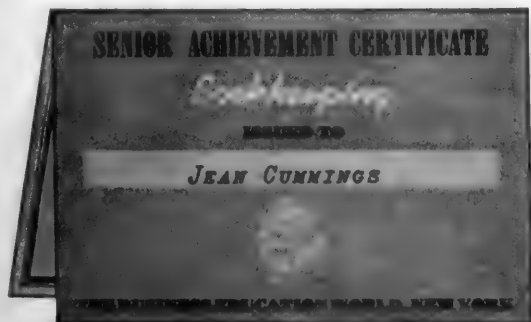
ADDRESSES. *Letter No. 1:* Miss Nancy King, 2 Abbott Road, Palisade, New Jersey. *Letter No. 2:* Miss Sue Turner, 6 Ivy Lane, Englewood, New Jersey. *Letter No. 3:* Central Y.M.C.A., Broad Street, Newark 1, New Jersey.

Letter No. 1. Dear Miss King: Are you bored with winter week ends of bridge and the theater? We suggest then that you visit Pine Tree Lodge for a real winter week/end. You can participate in every outdoor sport. You can ski or skate or go horseback riding over snow-covered trails through the pine/forest.

Special ski trains leave Grand Central Station every Friday evening at six. By ten you will be enjoying a hot snack at Pine Tree/Lodge and planning your activities for the next morning.

Show your friends the enclosed folders, which describe the lodge and guest cabins. The bedrooms are (1) spacious and neatly furnished. Ample closet room is provided for your clothes and sports equipment. Meals are tastefully and expertly prepared/and served. Write today for accommodations. Cordially yours,

Letter No. 2. Dear Miss Turner: You have picked an ideal time for your first visit to Pine Tree/Lodge. During the first week you may practice for the contests to be held during carnival week. The enclosed program lists in de-



The Senior Certificate of Achievement

tail the various/contests and special events scheduled. Carnival week is the biggest week of the entire winter season, and the Lodge will be filled to (2) capacity. You are sure to enjoy every minute of your stay.

We have reserved a double room with twin beds and private bath in the/main building for you and your sister. The rate will be \$65 a week for each of you.

Please let us know the approximate time of/your arrival. Very cordially yours,

Letter No. 3. Gentlemen: Will you please post the enclosed circulars in your recreation rooms. We feel sure that many/of your members will be glad to learn about Pine Tree Lodge.

We have group rates that would make it well worth their while to make up week-end parties. (3) The usual charge is \$10 a day; but we have special dormitories that accommodate ten persons, and we offer such groups a/special rate of \$7 a day.

An especially interesting week end is the one beginning with Lincoln's Birthday. This holiday/comes during carnival week, which features special contests and events. The same rate will apply. Cordially yours, (400 standard words, including addresses.)

Superior Test

Write the names and addresses on the blackboard; then dictate these three letters at 120 words a minute. They are counted in 15-second units of 30 standard words. To be eligible for the hard-to-get Superior Certificate, the student must transcribe all three letters within 20 minutes—that is, at 20 w.a.m. or faster.

ADDRESSES. *Letter No. 1:* Mr. Joseph Trent, 18 Kingsland Road, Pelham, New York. *Letter No. 2:* Mr. Olaf Swenson, 3 Edsall Street, Bronx 2, New York. *Letter No. 3:* Mr. Paul Jones, 18 Elm Street, Norwalk, Connecticut.

Letter No. 1. Dear Mr. Trent: Now that holidays are over and business records for the past year are closed, you should take a vacation from the daily grind. A week or so at/Pine

Tree Lodge will prove to be the best tonic in the world.

You will find the crisp coolness of the outdoors invigorating. If you take an active part in the sports programs, the/combination of fresh air and exercise will stimulate you mentally and physically. If you are not interested in athletics, you will find the glass-enclosed/porches and the spacious terraces ideal for watching the outdoor sports or for enjoying the relaxation of the peaceful winter scenery.

The enclosed (1) booklet gives complete details of our sports activities and accommodations. Read it over and we are sure you will want to visit us soon. Send your reservations/on the enclosed post card. Very truly yours,

Letter No. 2. Dear Mr. Swenson: We promised to let you know the dates of our annual winter carnival. It will be held the week of/February 9, with prizes to be awarded on the 14th.

A program of the various contests and of the special events scheduled is enclosed.

We do hope/you can arrange to be with us. If we could be certain, we would order the engraving for the skating trophy in advance! Let us know as soon as possible whether (2) or not we may expect you. Sincerely yours,

Letter No. 3. Dear Mr. Jones: We are very happy to learn that your party of six will be with us for the week of February 16./

We can give you two connecting rooms in the main lodge but have no other double rooms available. If you wish, we can put a cot in each of these rooms so that your/entire party can be together. If you prefer to have only two persons in a room, we can reserve one room in the annex.

Perhaps you would like to have a cabin./They are not far from the Lodge, and we have one that would be perfect for your party.

A booklet showing the location of the cabins and the main lodge is enclosed. We (3) have indicated the cabin suggested. Yours truly, (400 standard words, including addresses.)

[Next month: another "World's Worst Transcript" for your students to tackle!]

GADGET GUIDANCE

Do you have a student who has more interest in the mechanics of a typewriter, an adding machine, or a duplicating machine than he has in the operation—a student you send for when a school machine breaks down? If so, send 15 cents to the Government Printing Office for a copy of "Employment Outlook for Business Machine Servicemen"; it outlines dozens of hardly-ever-thought-of-careers for tinkerers, who can earn fine salaries doing what apparently comes naturally to them.

"The Changing Business Education Curriculum"

Recommended and Reviewed by
DR. ALBERT C. FRIES, Northwestern University

BY THEIR fruits ye shall know them!" In a most complimentary sense this refers to the excellent American Business Education Yearbooks, including their 1947 Yearbook, *The Changing Business Education Curriculum*, issued jointly by the EBTA and the NBTA.¹

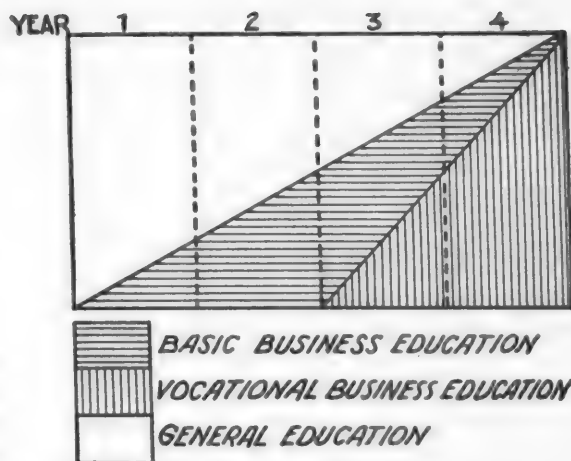
Certainly one of the justifications for a professional educational association is service to its membership. In their joint yearbook publications, these two associations meet this obligation. Whether or not you are a member, you will be better informed about the past, the present, and the possible future of the business-education program by reading this comprehensive volume intensively. It is, in effect, the equal of a course on curriculum development, construction, and revision in business education.

Even though our primary interest may be a particular phase or level of business education—perhaps teaching typewriting or training prospective teachers—we need the broader understanding and outlook toward the total program that is to be gained from this Yearbook. The editors have produced a volume to meet the needs of administrators, supervisors, and teachers engaged in all *phases* of business education on all *levels*. Moreover, it is a well-balanced presentation of the curriculum, including syllabi and courses of study in office, distributive, and basic business education.

Philosophy and Principles

Part I sets the stage with chapters on the principles and philosophy of curriculum making. The first idea of Part I is that the business curriculum must be developed on sound, fundamental curriculum principles and procedures. We recognize it in these statements:

Providing an adequate curriculum is the most important single function of a school system . . . Not only must the curriculum be viewed in the light of the total educational program, but it must



Curriculum, 1947

(An illustration in the book under review.)

also correlate with the remainder of the program. . . . The three characteristics of good curriculum construction are comprehensiveness, articulation, and flexibility.

If you are faced with evaluating your present curriculum, you will find valuable help in the guiding principles suggested in the accompanying diagram.

Try following these five steps if you want a workable procedure for reorganizing your vocational business curriculum:

1. Determine the business occupations that are found in the community.
2. On the basis of data in step 1, determine the occupations for which training is to be given.
3. Determine the content of the new program.
4. Organize the subject matter and determine the teaching method.
5. *Make the program work!*

Part II is concerned with school and business co-operation in business-curriculum construction. Ten authorities discuss the basic responsibilities of the superintendent, the city director, the principal, the department head, the teacher, the teacher-training institution, the state director, the U. S. Office of Education, and the businessman. In Part II, the emphasis is strong, urging—even demanding—that "a co-operative approach to curriculum planning" is the only successful way.

Curriculum Practices

You would expect this Yearbook to include current curriculum practices, courses of study, and syllabi. It does. If you are interested in better practices for any level or type of institution, you will find them—from the junior high school through the collegiate level. These chapters trace the historical development, indicate

¹American Business Education Yearbook, Volume IV, 1947, joint publication of the Eastern Business Teachers Association and the National Business Teachers Association. New York University Bookstore, 392 pages, \$2.50.

Recent Developments in Business Education²

More learning in less time.

Stimulated by results of training programs of the armed services, teachers and supervisors of business education have discovered new possibilities of helping students learn more quickly and efficiently . . . more careful planning and preparation . . . use of visual and auditory teaching aids . . . revision of standards and methods . . . special clinics for remedial instruction . . . actual work experience of teachers.

Co-operative part-time business training programs.

Profitable to all participants . . . businessmen, as a source of qualified office and sales personnel . . . teachers, in revealing curricular weaknesses and instructional needs . . . students, in securing many suggestions for improvement while still in school, as well as the money compensation.

Model offices and stores.

Improves training in office and distributive occupations . . . reduces amount of in-service training necessary for initial job proficiency . . . serves to increase the trainees' opportunities for early promotion.

Student organizations.

Development of student clubs and conferences related to business practices as an integral part of high school and college programs . . . Distributors Clubs . . . Future Retailers . . . Future Merchants . . . Future Business Leaders of America . . . business student conferences.

Pooling information and ideas.

At many different conferences, institutes, clinics, and workshops all over the country . . . to develop course outlines and instructional materials . . . problems for research . . . better teacher education . . . specific training programs for business employees.

Joint association activities.

Belief that "in unity there is strength" has resulted in unification of efforts . . . merger of

the NEA Department of Business Education and the National Council for Business Education with a national office at the NEA headquarters in Washington and a full-time executive secretary . . . annual co-operative venture in the publications program of the National Business Teachers Association and the Eastern Business Teachers Association . . . increased interest and participation of business teachers in the activities of the American Vocational Association.

Federal Office of Education reorganization.

Business Education Service now has five professional staff members . . . consists of a chief and one specialist each in teacher-training, adult education, research, and program planning . . . serves the entire nation in all phases of business education.

Expanding programs.

Better business service: Schools are recognizing the need for more adequate training for the improvement of business services and are co-operating with business in development of better employee training programs. *Personnel administration:* Business executives and professional educators are joining in plans for the improvement of personnel administration in business and the improvement of training programs in the schools, particularly on the collegiate level. *Adult education:* To meet the changing needs and aspirations of men and women in business, an increasing number of schools provide both day and evening instruction for various business occupational groups. *More funds:* Passage of the George-Barden Act in 1946 appropriated \$28,500,000 to the several states for extended programs of vocational education, including business. *Teacher-training and supervision:* Bringing about a better integration of the various phases of this important division of education is recognized as the foremost leadership problem in business education.

² A digest of Part V of "The Changing Business Education Curriculum."

current trends and changes, and record recent developments deemed to be progressive, up-to-date curriculum practices. If you feel the need of information or suggestions about what others are doing, you will be greatly interested in this section.

Courses of Study and Syllabi

Teachers and supervisors will welcome the courses of study and syllabi in the various subjects in Part IV. Valuable outlines are included for bookkeeping, business arithmetic, business training, business law, economic geography, economics, consumer education, shorthand, secretarial office practice and transcription, office machines and clerical practice, typewriting, and retailing. Objectives are set up for these courses,

grade placement is discussed, and course content and organization are evaluated.

Recent Developments

The last section is an innovation to the Year-book series. It should be continued! Here you will find described the most recent developments in every aspect of business education. Every wide-awake business educator will be interested in these newer and better ways of developing functional programs. They were selected from all over the nation as (1) representative of good practices in program planning, (2) gaining justifiable recognition and showing evidence of further growth, and (3) important enough to be brought to the attention of business-training agencies throughout the country.

Sacred Cow—

The Bookkeeping Cycle

HENRY OWEN

James Monroe High School
Bronx, New York

FIRST, let us define terms. By the bookkeeping cycle we mean the complete bookkeeping process—journalizing, posting, trial balance, adjusting entries, closing entries, the balance sheet, and the profit and loss statement. An examination of the various syllabi and textbooks discloses the great stress placed on the bookkeeping cycle during the first year of instruction. Everywhere you turn you are overwhelmed by it.

The chief argument for an early presentation of the cycle is that students are presumed to progress more rapidly and to understand more clearly when they have an over-all picture of what they are to learn. Therefore, one should quickly present the complete bookkeeping cycle.

Now, this sounds very logical. There is just one thing wrong with it. Go into any average bookkeeping class and you'll get the answer—"it just ain't so." High school pupils do *not* progress more rapidly when they see the over-all accounting picture. Most of them don't know what you are talking about when you throw adjusting entries at them in their early bookkeeping work. If you don't believe me, just ask any high school bookkeeping teacher—I said bookkeeping *teacher*.

Any teacher who has attempted to teach accrued interest or unpaid salaries to a first-year class knows what I mean. Even the simple adjustment for the cost of goods sold is not simple to our students. The closing of the capital accounts is a very logical procedure—logical, but not to our pupils; they have difficulty with it. Of course, with a great amount of drill, many of them *can* learn to do this, mechanically; but real understanding is lacking.

Some teachers, having tried to teach adjusting and closing entries in first-year work, have gone to the other extreme. Their book-

keeping instruction consists largely of practice-set work. Their students are very busy with clerical work but have no real understanding of what they are doing.

CAN students understand what bookkeeping is all about without closing entries? The answer is yes. A real understanding of the common, everyday, business transactions and their effects on the balance sheet can be obtained through the balance-sheet method; and this does not involve the bookkeeping cycle. Students can be taught the reasons for debits and credits without taking up accruals. The entry for the purchase of the merchandise can be grasped without knowing anything about discount paid in advance.

Does the bookkeeper in business close the accounts and prepare financial statements? When I asked a half dozen accountants this question, I was met with surprise, laughter, or shudders. Not one bookkeeper in a hundred does any work beyond the trial balance! For vocational efficiency, the bookkeeper does not need to know about adjusting entries.

However, do not misunderstand: I do not oppose the bookkeeping cycle; I oppose it *in the first year*. It should be delayed until the second year, at which time students are better able to grasp it. I believe that first-year work should not go beyond the trial balance. Our primary job should be for students to obtain a real understanding of the theory of debit and credit. I would rather spend time in the first year on pay-roll records and multicolumn cashbooks than on reversal entries.

I RECENTLY read a statement that the mortality in bookkeeping classes originates in ineffective teaching that results in loss of interest on the part of the student. The recommended "cure" was the early introduction of the complete bookkeeping cycle. It seems to me that the suggested cure is the cause of, not the remedy for, our bookkeeping troubles. Had that author ever attempted to teach accrued interest to a first-year high school class, he would know that our students are not ready for this work.

The picture of thousands of young, immature minds struggling with the mysteries of adjusting and closing entries is tragic to the thoughtful teacher. Such waste should not be tolerated any longer. It is time to slay the sacred cow.



Read these articles in shorthand in this month's Gregg Writer

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Mr. Brett's Balance

MARGARET GLEESON

In "The Waldorf-Astoria Magazine," Feb., 1935
(Reprinted by special permission of the publishers)

MR. BRETT carefully dipped a pen into the ink-well and slowly wrote his name on the top line of the deposit¹ slip. "Harvey Brett, 198 South Street, City." A speck of dust caught in the pen nib spoiled his neat effort,² and a little blob of ink fell onto the paper. Mr. Brett pushed the slip aside and drew out another³ from the pile. Again he wrote his name and address, clearly and neatly, and entered the amount of his deposit⁴—\$43.54.

Mr. Brett liked banks. He liked to enter the Midtown Trust Company at the⁵ end of every month and stow away his capital in its clean and dignified interior. He liked to⁶ pull out his little green check book when bills had to be paid, even though the usual balance hardly justified⁷ keeping a checking account at all. It was one of his few pleasures and the one he enjoyed the most.

MR. BRETT⁸ picked up his slip and walked importantly over to the teller's window. Out of an inside pocket he drew a⁹ large black wallet and extracted all it contained. This was his bank-wallet, into which he would put every week¹⁰ whatever was left over from the family budget. True, none of the money would stay in the bank long, for three¹¹ children and a wife soon go through the earnings of an odd-job man. Mr. Brett knew very well that he would be writing¹² checks against this deposit within a few days and that toward the end of the month he would write no checks at all.¹³ But Mr. Brett liked his little green book.

He was leaving the bank by the revolving doors when a man rushing in¹⁴ almost whirled him off his feet. Mr. Brett stared at him angrily but the man was inside the bank in a moment.¹⁵

"It's too bad," thought Mr. Brett, "that some people don't look where they're going. It would of served him right if he couldn't get¹⁶ in—it's almost three o'clock anyway." And Mr. Brett started down the street, a little bent, a little gray, but¹⁷ with the assurance of a man who has just finished important business.

Back in the bank, the man who had almost¹⁸ upset Mr. Brett was standing at a table hastily adding up a number of figures. He was breathing¹⁹ heavily, for he had just hurried six blocks to reach there before closing time. It wouldn't do, in his

kind of business,²⁰ to leave that much cash lying around the office. Not that he was in anything shady, of course, but a man²¹ ran against stiff competition these days, and couldn't trust his own father. He smiled to himself as he thought of the²² Chicago deal which had just gone through, and he remembered that Harry was probably waiting for him in the office²³ now. He pulled over a deposit slip and scribbled down the sums he had added, gave them a quick glance, and strode²⁴ over to the teller.

"Hello, Mr. Berry," the teller greeted him as he slapped a sheaf of bills down on the²⁵ counter. "Nice day, sir—though a bit cold."

"Hello," Mr. Berry grunted. "Just stick this down in my book. I'm in a hurry!"²⁶

"Right you are!" The teller snapped into action. He was a slight, sandy-haired man, who peered at the bank's customers²⁷ through thick bifocal glasses. Mr. Berry always made him nervous—he was so big and dark and always in a²⁸ rush. Counting out the bills hastily, he jotted down the sum in Mr. Berry's book and thrust it back at him.

"Okeh²⁹—thanks—goodbye—" And the bank's doors swung shut as Mr. Berry breezed out.

WHEN Harvey Brett reached home, he found his wife waiting³⁰ for him in the hallway of their flat.

"Oh Harve, the grocer's here and he says we have to pay that bill or else he³¹ can't give us credit, he says."

"That's all right, my dear. I'll fix it," said Mr. Brett. He walked into the kitchen where a³² tall sad man was balancing himself on the edge of a wooden chair.

"Got your bill?" demanded Mr. Brett.

"Sure," said³³ the grocer. "Sorry to bother you but you know how it is. Nobody pays me, I can't pay nobody. You know—"³⁴ he handed a long white sheet to Mr. Brett.

"\$15.64? This right, Helen? Just give me a pen, then—" and Mr. Brett pulled out his little green check book with a restrained flourish. "It's all right³⁵—we like to pay our bills. Here you are."

The situation in this story offers an interesting legal question, well worth carrying over for discussion in the business law class. Were this experience not all a dream, would there be any recourse for the bank?

Fanning the ink dry, he handed the check to the grocer who thanked him with a³⁷ thin, sad smile.

Within the next few days, Mr. Brett wrote out several checks, and the figures in his book gradually³⁸ grew smaller and smaller. By the middle of the following week they were almost down to nothing, and Mr. Brett³⁹ regretfully decided to put away his book until next month. Jobs were coming in very slowly, no⁴⁰ one seemed to need an expert carpenter even when the carpenter's three children needed new shoes.

Several days⁴¹ later Mr. Brett was working in his shop on a dining-room chair which had suddenly developed palsy, when⁴² his wife walked in. "Harve," she said, "I forgot to tell you, but yesterday I paid the meat bill with one of your checks you⁴³ had left signed. Was that all right? It was for \$8.62."

"What?" exclaimed Mr. Brett, dropping his hammer, " \$8.62? It'll come back from the bank! We haven't that much left in! I might get arrested for⁴⁴ this—you shouldn't touch things you don't know about, Helen. I'm sorry to be so cross—but, oh dear—" and Mr. Brett rushed⁴⁵ into the house for his check book.

"I'd better call the manager and try to explain to him," he said to his⁴⁶ worried wife. "We have overdrawn our account by four dollars!"

MR. BRETT hurried to the corner drugstore and put in⁴⁷ a call to the bank. He wasn't sure what he would say, but he knew that he had to act quickly before a detail⁴⁸ of police called for him at his door.

"Hello," he said to the bank operator. "This is Mr. Brett—Mr. Harvey⁴⁹ Brett—and I'd like to talk to someone about my checking account."

"Is this the right party to talk to about⁵¹ accounts? Well, this is Mr. Harvey Brett speaking. I would like, that is, will you please tell me what balance I have now in⁵² my account?"

Mr. Brett knew the answer very well, but he was still trying to think what he could do. At least he⁵³ could explain that it was an honest mistake, and he was really an honest man and had three children, one of⁵⁴ them only six years old.

"Hello. Yes—that's right—South Street. What did you say please? But this is Mr. Harvey Brett speaking⁵⁵—are you sure you have the right name? No, no, I didn't think it was larger, but—"

"We have it here, Mr. Brett," the bank⁵⁶ official was saying, "as \$2,192.23. I'm sure if you check⁵⁷ your statements you will find that right. Goodbye, sir."

MR. BRETT didn't go home after leaving the drugstore. He boarded⁵⁸ a streetcar and went straight to the bank. He walked up to the teller who usually took his deposits.

"Good-morning, sir. What can I do for you?" said the teller pleasantly.

"I am Mr. Harvey Brett. Will you please tell me what⁵⁹ my balance is now?"

The teller came back to the window in a moment. "Here you are, Mr. Brett.⁶¹ It's just \$2,192.23."

Mr. Brett staggered over to a table and leaned heavily on⁶² it. Banks were always right. They never made mistakes. Everybody couldn't be crazy.

Maybe he was crazy⁶³ himself. He looked cautiously at his reflection in the shining surface of the table. No, he looked just the same. But⁶⁴ two thousand dollars? It was more money than he had ever thought of at once. There must be something funny⁶⁵ about this. He had no rich uncles or kindly cousins in Australia. The only relative he could think of lived⁶⁶ in Cleveland and worked in a shoe store.

Mr. Brett suddenly had an idea. He'd show the bank they couldn't fool⁶⁷ with him. He reached in his pocket for his check book. Boldly he wrote on it "Pay to—Cash. \$100" and signed it carefully.⁶⁸ He went over and presented it at the window.

A few minutes later Mr. Brett was dazedly⁶⁹ walking down the street, with one hundred dollars in crisp new bills crackling in his pocket. He reached home somehow and⁷⁰ went into the house where his wife was anxiously waiting for him.

"Oh Harve," she cried. "You look terrible! What did⁷¹ they say?"

Mr. Brett put his hand into his pocket without replying. He drew out the money and then sank down⁷² into a friendly chair. "Here," he said. "Buy yourself something."

Life changed in the Brett home in the next few weeks. The world,⁷³ thought Mr. Brett, had gone mad but it was rather nice and he had best play along with life as it was. He felt slightly⁷⁴ delirious when he found himself buying the first new coat he had had for seven years, but that was only a⁷⁵ start. He bought his wife a red hat, a pair of shoes, and a fine useless vanity case. Young Walter was outfitted⁷⁶ with his first long trousers and thrown into ecstasy over a real electric train. The two little girls had⁷⁷ new shoes, white dresses and dolls with long yellow hair.

MR. BRETT became bolder after he presented a second⁷⁸ check and then a third, and received actual cash both times. He ceased to keep a meticulous account in his little⁷⁹ green book, for he felt that gifts from the gods should not be itemized. He even stopped wondering where it was⁸⁰ all coming from, and calmly accepted the strange and comfortable feeling of having real money in his pocket.⁸¹

On the thirty-first day of the month, Mr. Brett was seated in the living room trying to get a distant⁸² station on the powerful radio he had just received. His wife was cooking lunch on the new gas stove which made⁸³ all food taste so good. A ring from the newly installed telephone interrupted Mr. Brett and he strolled over⁸⁴ to answer.

"Mr. Harvey Brett?"

"Yes, speaking."

"This is the president's office in the Midtown Trust Company. Hello,⁸⁵ hello, can you hear me?"

"Yes, I hear you," faltered Mr. Brett.

"The president would appreciate your seeing⁸⁶ him this afternoon, Mr. Brett, if that is convenient for you. Could you make it at three o'clock. . . . Thank you, he'll expect⁸⁷ you at three, then."

Mr. Brett looked mournfully at his wife when she announced lunch. He wasn't hungry; had a little⁸⁸ cold, he guessed; no, he couldn't eat a thing. No, he didn't want a doctor. Doctors were too expensive.

"We can⁸⁹ afford one now, dear," said his wife complacently. "Hadn't I better call him?"

Mr. Brett held the idea for⁹⁰ a moment, of re-



These dictation materials are counted in units of 20 standard words.

treating into the sacred shelter of invalidism, under the protection of doctors⁹¹ and nurses, but then he dismissed the thought. Harvey Brett was no coward. He would go and meet his doom, alone⁹² and undaunted.

AT THREE o'clock he was ushered into the bank president's office. Mr. Ackley himself, a tall,

white⁹³-haired man, arose to greet him.

"Mr. Brett, how do you do? I believe you know Mr. Minch, our teller, and⁹⁴ this is Mr. James Berry."

Mr. Brett looked across the room at Mr. Berry. He was a big, dark man, who nodded⁹⁵ briefly and bit into an unlighted cigar. Mr. Minch sat nervously beside him, peering unhappily⁹⁶ through his thick glasses.

"We have had a little mix-up, Mr. Brett," the president went on. "But I think we've traced" it down. Mr. Berry made a deposit last month of several thousand dollars—"

"\$2,196.00"⁹⁷ snapped Mr. Berry.

"—and it seems that by some extraordinary chance, it was not credited to his⁹⁸ account on our books although it was entered in his bank book. Now we have gone through all the deposit slips for that⁹⁹ day, and we find this exact sum on a slip with your name. Mr. Minch, you have that paper?"

The teller handed Mr.¹⁰¹ Brett a deposit slip. There was his name on the top line, the neatness of the writing only marred by a little¹⁰⁰ blot of dried ink. Under it was a list of figures, adding up to \$2,196.00.¹⁰²

"Now what we suppose happened," said Mr. Ackley, "is that Mr. Berry took this paper in a hurry and didn't¹⁰⁴ notice when he had marked down his deposit that he had picked up a slip which somehow had your name already¹⁰⁵ on it and that—"

"I don't like blots," said Mr. Brett.

"Blots? Blots, Mr. Brett?"

"Yes," said Mr. Brett, "this has a blot on¹⁰⁸ it and I don't like blots so I filled out another slip."

"That must be the answer!" Mr. Ackley beamed and turned to¹⁰⁷ Mr. Berry. "Now gentlemen, I'm more than sorry this happened. All we have to do is for Mr. Brett to transfer¹⁰⁹ this amount to you from his own capital and I'm sure you will both overlook it. Mr. Minch should, of course, have¹⁰⁹ checked the name when it was given him, but they are alike, and somehow you know the best of us make mistakes."

Mr.¹¹⁰ Minch twisted uneasily around in his chair. Mr. Brett plucked at the trouser leg of his new blue suit.¹¹¹ No one said anything until Mr. Berry broke in:

"It's oked by me; all I want is the money. I'm getting¹¹² sort of low just now."

Everybody looked at Mr. Brett. He glanced down at the floor, and then sat up and faced¹¹³ Mr. Berry.

"It's gone," he said simply.

"Gone—what do you mean 'gone'? Where did it go?" roared Mr. Berry.

"Gas stove,¹¹⁴ electric train, new suit, radio, food, bills, mortgage, dolls, shoes—" recited Mr. Brett. "Dresses, candy, hat, ties—it's gone,¹¹⁵ I'm afraid."

MR. BRETT was exhausted when he reached home that night. He had convinced the president and the irate¹¹⁶ Mr. Berry and the worried Mr. Minch that the money was truly gone and that there was no chance of its coming¹¹⁷ back. A consultation had come to the reluctant agreement that the bank was responsible for the error.¹¹⁸ No one could hold Mr. Brett for it. He was safe, at least from the law. He felt strangely unworried by the whole¹¹⁹ mix-up. The money had never seemed real to him anyway. It was too much like a child's dream.

He ate a hearty¹²⁰ dinner and then went in to play the radio for the children. His wife came in later to find him slumped in the¹²¹ new easy chair, staring seriously at the ceiling.

"What is it, Harve," she questioned, "anything wrong?"

"Well," he¹²² answered, "I'm getting a little worried about that four dollar overdraft on my account, Helen. I guess I'd¹²³ better go and fix it up at the bank tomorrow." (2466)

Caesar's Newspaper

From "The New York Sun," May 16, 1932

NO GREAT LEADER, ancient or modern, better understood the value of publicity than did Julius Caesar.¹ Yet if "the deified Julius" walked the earth tomorrow he would be astonished to learn that he had been signally² honored in his old home town beside the Tiber as the world's pioneer newspaper man.

On Rome's³ 2,685th birthday, April 21, 1932, the National Syndicate of the Press of Rome and the Journalist Club of Rome each unveiled in its headquarters a bust of the conqueror of⁴ Gaul and Britain, signifying by this ceremonious gesture the making of Caesar their protector. They⁵ so honored him, they said, because he was the greatest of all the Romans, as well as the first war correspondent,⁷ and because, by virtue of his founding of the *Acta Diurna* (the *Daily Acts*), which published the new of the⁸ Romans' day for nearly four hundred years, he was the actual creator of the Fourth Estate.

When Caesar became⁹ Consul in 59 B.C. the first weapon he turned against his political enemies, the aristocrats,¹⁰ was the power of publicity. His initial decree ordered that the proceedings of the Senate¹¹ and of the people's assemblies be "compiled and published daily." These reports, known as the *Acta Diurna*, were¹² displayed regularly thereafter on whitened boards in the Forum. Anyone interested could read or copy¹³ them.

Caesar's revolutionary act in turning the white light of publicity upon the Senate's¹⁴ goings-on, coupled with his implied warning to its high-handed leaders to watch their legislative step, was a big¹⁵ factor in his successful effort to get that august body under his thumb. Also it vastly increased his¹⁶ popularity with the people, who now at last were able to check up on what their law-makers were up to.¹⁷

Even before the posting of the *Acta Diurna* there were in Rome numerous collectors of city news¹⁸ and gossip who sent out news letters to those in the provinces. Publication of the official legislative¹⁹ and political summaries was a real godsend to these forerunners of the modern reporter, and²⁰ including them in their news budgets not only increased the demand for the news letters but doubtless swelled the ranks²¹ of the news writers themselves.

As time went on news of other kinds was incorporated in the *Acta Diurna*,²² until it became practically a bulletin board newspaper, telling of the important and unusual²³ happenings of Rome and its dominions. Many of the news letters, too, apparently became mere copies²⁴ of the official posted news, and of these some at least—and perhaps one in particular that may have been²⁵ more or less official—also came to be known as the *Acta Diurna*, sometimes also called the “gazette.”²⁶ Actually, therefore, imperial Rome had a widely distributed written newspaper having many striking²⁷ resemblances to our twentieth century dailies.

Space was given to news of the Emperor’s court, doings²⁸ of the army and law courts, summaries of orations and political harangues, society news,²⁹ accidents and calamities, tax payments (an early financial column), gossip about the gladiators and³⁰ charioteers (a rudimentary sports page), notices of births, marriages, deaths, and divorces, to the strange³¹ and unusual, and to stories of human interest.

Caesar—again showing his keen sense of publicity³² values—had it set forth in the *Acta* that he had refused the title of king offered him by Antony.³³ And, reminiscent of a news custom at Washington, there were daily reports of the names of those received by³⁴ the Emperor at the Palatine.

Unfortunately for history, although the originals of the posted³⁵ *Acta Diurna* were supposedly preserved for posterity in Rome’s state archives, Caesar’s newspaper³⁶ is counted among the lost treasures of antiquity. (730)

Spades and Railroads

AN AX, a spade, a truck, a railroad, a dynamo, or a monkey-wrench, each is a tool. A tool is an instrument¹ with which to do a piece of work more efficiently than bare hands can do it.

Elementary? We are not² so sure. The human race took its time, certainly, about making tools good enough and big enough to do much work,³ or produce much goods. If a farm hand of Pharaoh’s time could have been unwrapped and brought to life on any Colonial⁴ plantation, he would have found hardly a tool by which he would have been puzzled. Neither would he, even today,⁵ on half of the farms of the world.

Without tools, man works hard and gets little done. Most of the human race still lives in poverty because it lives without good tools and modern machinery.

Big, efficient tools are a very new⁷ experience. Of all the uncounted generations of men who lived on this earth, only those of the last⁸ century have had good tools. Physical progress is all re-

cent. The most striking tools had to wait until man understood⁹ steam, oil, and the use of electrical power.

Because tools cost money, only a population that can save¹⁰ something over daily needs can possess tools. Some tools, like railroads and factories, are so costly that another¹¹ kind of tool, the corporation, had to be invented so that savings could be pooled together to buy them.

That’s¹² all of this little essay on tools except one item. There were no tools of consequence until Americans¹³ established a free country where men are rewarded for inventing and using tools. (275)

—Pathfinder, Washington, D. C.

Look to the New Year

SOMEONE once wrote a poem about “the land of beginning again.” In a way that is what a New Year is. It¹ is a time when we can start over again, seek new adventures, face toward new horizons. We can lay down the burden² of failure, worry, and fear that has accumulated during the old year, and step over the threshold into³ the new year fresh, eager, and free to begin again.

Entering a new year is like discovering a new⁴ country. It is like taking a rocket plane to the moon and stepping forth to explore unknown territory. It⁵ is like digging in a mine for shining nuggets. It is like opening a treasure chest of hidden riches.

Enter⁶ into the new year with great expectations. Seek the highest and the best. Keep your mind fixed on some shining goal.⁷ Stride forth to meet the unknown tomorrows with a triumphant spirit. —Wilferd A. Peterson, in “The Friendly Adventurer.” (156)

Somebody Was Wrong

IF YOU HAVE CONFIDENCE in yourself and your potential abilities, don’t let anybody talk you out of¹ them. Consider the following:

F. W. Woolworth, founder of the five-and-dime chain, was once hired as a janitor for fifty cents a day by a retail store owner who didn’t think Woolworth had enough business sense to² wait on customers.

When Zane Grey was still an unknown trying to sell his book manuscripts, a publisher told him³ he had no ability for writing fiction; and Louisa May Alcott (*Little Women*) was a tomboy marked⁴ by her fellow townspeople as a girl who would never amount to beans. A publisher once told her to give up⁵ the idea of writing.

The first time George Gershwin ever played the piano on the stage he was laughed out of⁶ the theater by both the audience and his fellow actors.

Albert Einstein’s teachers classified him as a dunce,⁷ and even his parents thought him backward.

And when Thomas A. Edison was in school he was always at the foot⁸ of his class because he couldn’t remember his three R’s. His teachers called him stupid and doctors predicted he’d⁹ have brain trouble.—MacLean’s Magazine (206)



Graded Letters for Use with the Gregg Manual

A. E. KLEIN

For Use with Chapter One

Dear Harry:

I dread to go to Lynn by air. Can't you and I go by rail?

I am aware that your time is limited¹ and that you hate to take the train. But the truth is that when I go by air I get ill. It will take but little² more time to go to Lynn by the Maine Limited, and it will mean that I will get there without a headache.

I can³ get you a train ticket any time you desire. What day would you like to go?

Mattie (75)

Dear Sir:

Will the end of the month be too late to get the data to you? Dan Miller could get what is at hand to¹ you today, but it is his claim that the data would not be of any aid to you at this time; it would lack many² a detail that he could add when Ray Allen is here in Red Creek the middle of the month. Ray is head of the³ Linen League at Green Lake and can go into the needed detail with Dan then.

It will take time to handle all this,⁴ but at the end of the month you will get the data without any error.

Yours truly, (96)

Dear Sir:

I was hit in the leg at the game the other day and am a little lame. Is there any other date¹ you and I could meet? I could meet you the end of the month.

Meantime, you could meet Mrs. Dale and get the memory² game ready and get a minimum of the metal that will be needed in making it. I hear there is a good³ market at this time.

I will get you the money you desire.

Yours truly, (73)

For Use with Chapter Two

Dear Madam:

The next meeting of the National Federation of Welfare Aids will take place at the end of this¹ month. At that time a thorough analysis of the needs of the nation's Welfare Aids will be presented.

Many² of our members feel that one pressing need, that of increased salaries, should be met by Federal aid. Others are³ against such aid, and instead are in favor of increased taxation. You must come to this meeting and help settle⁴ this pressing matter.

Your help is also desired in laying the basis for the action needed to gain all our⁵ ends. Mr. Smith,

the head of our public relations staff, feels that you would make a good member and be of great help⁶ in putting over this campaign.

Not all the sessions will be given over to the study of our needs. At some⁷ sessions members will read fascinating papers telling about changes being made in the welfare systems of⁸ their cities. Other sessions will be given over to matters basic to all welfare work.

Your presence at all⁹ these affairs is very much desired.

Yours very truly, (190)

Dear Sir:

In your letter of the 15th, you say that you desire fifty silk dresses like the ones shipped to you at¹ the beginning of this month. I cannot ship these dresses to you at this time, because the machinery in our² factory is not always working as it should. The mechanics have informed me that they will not be finished fixing³ this machinery until the end of next month.

If you need these dresses before that time, Mr. Fred Reese, the⁴ head of Blare Silks, will be happy to get them to you. He said he could ship you everything you need until such⁵ time as my machinery will again be working.

Yours truly, (111)

For Use with Chapter Three

Dear Madam:

The next official meeting of the Daughters of Orange County will take place one week from today at¹ Harmony Hall. This meeting is being called for the purpose of conferring about the means to be employed in² the raising of capital for the erection of a hospital in our county.

As you know, this is a very³ important matter and every officer is urged to be present. The meeting will start at 8 sharp.

Very⁴ truly yours, (82)

Dear Sir:

About a month ago when I was in your city I talked with you regarding the installation of¹ a Jones hot air heating system in your office. If your partner and you favor installing our system, I urge² you to put it in immediately. You will never be sorry, for it is my conviction that the Jones hot³ air heating system will heat your office in a far better manner than the heater you are at present stoking.⁴

Our company caters to the needs of over two hundred fifty important dealers in your state. If you would⁵ like a first-hand account regarding the daily heating job the Jones system can give you, you can ask their opinion.⁶ The names and the cities

where these dealers may be reached are given on the attached sheet. Not one dealer has ever received a complaint.

If you will place an order today, you may have our system at a special low rate (the same as dealers receive)— $\frac{1}{3}$ off.

May I hear from you in the very near future.

Yours very truly, (179)

Dear Paul:

As much as I should like to go with you to the Coast the end of the week, I shall not be able to leave the office. After talking to the boss yesterday and convincing him that my presence would not be missed during the week of the 5th, a matter arose which compels me to remain here for at least three more weeks.

Phone me when you get back. Maybe we could take in a show some evening soon.

Yours,

John (91)

Transcription Practice

Dear Mr. McKee:

Every man on his way to the top needs to know how to talk on his feet. And every man can learn how.

When you know how to talk on your feet—not as an orator or spellbinder, but as a clear, convincing speaker—you can go up faster, make more money. It's as simple as that!

It's simple to learn to speak, when real experts help you. And we have real experts here at Hunt Speakers' Club.

Hundreds of men who once thought they could never speak in public have been quickly and easily taught how to do so by the skilled instructors on our staff. Those men—men like you—have gained in importance, in earnings, in future prospects.

There is a post card with this letter. Put your name on it and mail it back to us today. It obligates you to nothing more than a visit from our representative, who will need only a few minutes to explain how easily we can help you to help yourself.

Sincerely yours, (164)

Dear Mr. King:

Enclosed is a folder which was primarily prepared at the request of our program chairman for his use in introducing our Club to prospective speakers. When I showed a copy of it to the members of my committee, they experienced, as I did, a fresh feeling of pride in belonging to the Professional Men's Club. In fact, we each took a supply and sent them to friends who were not members of the Club. The new applications for membership which resulted were gratifying.

At a recent meeting of our committee, we decided to have a supply printed and sent out to the members together with application blanks.

If you have some friend who would like to join, urge him to fill out the enclosed application blank and send it to the Club office promptly. The membership board can then act on his application in time for him, if accepted, to become a full-fledged member before the Annual Banquet.

Yours very truly, (172)

Actual Business Letters

Business Systems

Mr. Thomas Cole, 999 Cleveland Avenue, Indianapolis 14, Indiana.¹ Dear Mr. Cole:

Any life insurance company will tell you that it is a good plan to have a thorough physical examination at least once a year. Many businesses keep healthy in much the same manner. At regular intervals, they call in a Continental representative.

Our men know business systems as thoroughly as a doctor knows medicine. Their trained eyes can often spot flaws in a system of handling money and keeping records that those who operate the business have overlooked.

Whatever the size or nature of your business, our company can provide machines and systems designed to handle any type of business accounting. You can prove this to your own satisfaction without obligation. We shall be glad to discuss with you the systems you use in your business. Our findings may enable you to cut costs and reduce mistakes in handling your payroll, the posting of accounts receivable, distribution of sales and costs, and virtually every other phase of your general business bookkeeping.

Give us a ring today. We are ready to serve you.

Very sincerely yours, (220)

Mr. Harry Isaacs, 11 Broadway, Lansing 4, Michigan. Dear Mr. Isaacs:

Did you ever find that sometimes a department seems to operate on a turtle's schedule. Nothing ever goes out on time. The payroll is late, the comparative sales report is late, the trial balances and the production schedules are late. Clayton Business Forms can cut radically into lateness and overtime by designing forms for specific purposes. The whole office procedure can be speeded up, often by a single change.

Why not take a few minutes of your time to let us show you how we can help your company? It will be a pleasure to discuss your problems with you if you will but say the word.

Sincerely yours, (129)

Rice Growing

(O.G.A. Membership Test for January)

LET US VISIT some of the rice regions. The lowlands are a patchwork of fields, not bigger than our gardens, each walled with a little embankment about a foot high, upon which grass and wild flowers are growing. Some of these fields are covered with water, and the rice plants growing in them look like grass. The sun makes the water sparkle like diamonds, and the green grasslike rice plants stand out like sprays of emeralds. Higher up are other patches of green rice. The hillsides are everywhere terraced, so that the whole looks like an inclined plane. (93)

THE GLASS of an optimist is always half full. The glass of a pessimist is always half empty.—*Bindery Talk*



These dictation materials are counted in units of 20 standard words.

Happy Memories

(Junior O.G.A. Test for January)

Dear Benny:

I have dreamed many times of that walk on Christmas Eve to the chapel in the hills. The red glow of the¹ windows, and the white bel-fry against the dark blue sky, will live always in my memory.

I still see the light of² the open doorway, and the queue of people walking slowly up the path and shaking the snow from their wraps before³ entering the church! I shall never forget the music and mystery of that evening.

Thank you again.

Ned (79)

True Wisdom—A Parable

AN AGED MERCHANT who wished to retire from business had two sons, but he was unable to make up his mind which¹ of them was the more clever and so should have the property. He decided to put them to a test. For that purpose² he gave each of them one ana (which is equivalent to about two cents of modern money), saying, "I wish you to buy with this money something which will fill this house."

The elder son hastened to the market place, priced all¹ kinds of goods that were for sale, and found that the cheapest and bulkiest thing he could buy was straw. Therefore, he spent his² ana for that. But when he took his purchase home he didn't have enough even to cover the floor.

The younger³ son, perceiving that his father had entrusted him with a commission which could be executed only by⁴ unusual shrewdness, gave deep thought to the matter. After much thinking, he spent his ana for candles. These he⁵ took home and lighted, one in each room, so that the light they gave filled the house.

"To you," said the happy father, "I give⁶ over my business, for you have shown true wisdom."—*Selected* (191)

How to Get an Idea

STERLING W. SILL

Condensed from "Nylie Review," in "The Advertiser's Digest"

MOSTLY WE LIVE our lives in "idea poverty." We have no "idea safety deposit box."

Ideas¹ come from two different sources: First, the ideas that we borrow from others. Second, the ideas that we² develop or originate ourselves. Regardless of where the ideas come from, of first importance we must³ have some plan for developing and preserving them.

If an idea pays us two hundred dollars a year, how⁴ much is it worth? Wouldn't it be good judgment to take precaution that we should not lose it? Most of us are flagrantly⁵ wasteful with our ideas.

We read and study. We attend lectures. We go on club conventions. We meet⁶ interesting people with interesting ideas. We meditate. And, in the course of a year, we may have forty⁷ really good ideas. But, if we do nothing about them, at the end of the year we may remember⁸ ten. At the end of the second year, we remember none at all.

But even they by themselves are of no value⁹ to us, as ideas are not automatic and if we have no system of processing and classifying¹⁰ and using them they are useless. Even if we write them down and do nothing about them afterwards, the result¹¹ is the same; so that in our career of living we usually reach a plateau very early in life from¹² which we never rise substantially.

Few habits can be of more value than the habit of preserving and¹³ developing and using our ideas. The following steps may serve as a starting point in the development¹⁴ of this habit.

Get into the habit of always carrying with you some sort of notebook. Many of the most¹⁵ important lessons we learn come in everyday life while we are doing our everyday jobs.

At some¹⁶ convenient time when you can be undisturbed and by yourself, sort over your ideas that you have noted down during¹⁷ the previous week or month. Some of them you may want to discard, others you will want to think about and explore¹⁸ all their possibilities. Put some clothing and decorations on the idea and dress it up so it¹⁹ will be attractive. You may want to memorize it, then classify it and write it down in full dress in your²⁰ permanent idea book.

Some of the greatest ideas in the world have come to people as a mere suggestion,²¹ and the thought has been expanded and developed. Edison just didn't have an idea to make a million²²-candle power searchlight that would shoot its beam for miles. His idea was just a spark to begin with. Archimedes²³ got the water displacement idea for measuring the volume of an irregular object while²⁴ he was in the bathtub.

Of course, we do not increase the effectiveness of our ideas all at once, and, just so,²⁵ our personal power grows gradually. Some people lose heart when they fail. What a foolish thing, when one realizes²⁶ that everyone develops slowly! We never can accomplish what we like. If we learn a little from each²⁷ try, develop a fighting heart, and an untiring effort over a long period, we are on the path to²⁸ success.

It is like saving money. What we save this week isn't very important, but, if we follow the planned²⁹ course on our financial compass, the result cannot be denied. Write down and preserve your ideas. Try phrasing³⁰ thoughts in a little better or more forceful way than you have ever done before. Take some of the writings of men³¹ who say things effectively. See how they stir you and get action from you in the desired direction. Become³² acquainted and familiar with the speech of forceful men. It has been said that next only to him who first voices a³³ great truth is he who quotes it.

Ideas cannot be kept in cold storage. Ideas must be kept warm if they are³⁴ to be preserved. Remember the great differences in men, and that the forgotten man is the man who forgets³⁵ himself. (701)



"The idea, madam, is to put your money in the bank and then write checks—not vice versa!"

By Wits and Wags

TRAFFIC COP: You'll have to report at the police station, madam. You were driving fifty miles an hour in town.

Fair Motorist: But the man we bought the car from said we could go as fast as we wanted to after the first 1,000 miles and you see the speedometer shows twelve hundred.

A LITTLE BOY wants to know why vitamins were put in cod liver oil and spinach instead of cake and candy.

"CAN you type?"

"Well I use the Columbus system."

"What's that?"

"I discover a key, then land on it."

FIRST BOARDER: We must have a new dishwasher in the kitchen.

Second Boarder: What makes you think that, Sherlock?

First Boarder: Because the fingerprints on the dishes are different.

"DO YOU HAVE hot and cold water in this hotel?" inquired a visitor.

"Yes, hot in the summer and cold in the winter," the clerk informed her.

CUSTOMER: Do you give a guaranty with this hair restorer?

Barber: Guaranty, sir! Why, we give a comb.

TEN-YEAR-OLD TOMMY greeted his sister's boy friend enthusiastically.

"That mouth organ you gave me for my birthday is easily the best present I've ever had."

"I'm glad you like it."

"Yes—mother gives me a quarter a week not to play it."

"Build Shorthand Vocabulary Along with Speed"

(Continued from page 289)

One other corollary of previewing is worth mentioning: dictation matter that contains few new words will obviously not help the student build his vocabulary; so, the teacher who finds few words worth previewing knows that the dictation matter is not worth spending much time on.

Other Vocabulary-Building Materials

I have discussed only one kind of dictation material for the training of stenographers—the business letter. I feel that the principal dictation to future stenographers *should* be on business letters.

I formerly dictated articles and editorials to my shorthand students, because I felt that the inspirational or informational value of those materials would either interest the students or help them. I found out, however, mainly from my night-school teaching experience, that the students pay too high a price for the inspiration or information they obtain from such dictated articles.

The students do benefit, however, from *reading* articles and editorials written in shorthand and from *practicing* the outlines that are new to them; and in this manner they can further enlarge their shorthand vocabularies without hindering their speed building. The reading, then practicing, plan enables the teacher to concentrate on business-letter material in his dictation and to encourage the students to supplement their dictation with the type of reading that will maintain their interest at a high level because of the content value.

A word should be said, also, about the best kind of vocabulary-building dictation material for training those students who have acquired a stenographic speed of 100 to 200 words a minute and who wish to become reporters. For them, the speeches of the members of Congress have been found to be the most satisfactory material for this purpose. Such material deals with matters of current interest and contains precisely the vocabulary that reporters may expect to record.

Next Month: Commandment No. 6 explains "The Pyramid Plan."



ON THE LOOKOUT

A. A. BOWLE

23 The Champ is the name of the new aluminum desk tray. It is streamlined, smooth as velvet, and exceptionally strong, they say. The baked enamel finish and graceful designing will appeal. There are two openings for use on single or double desk trays. There is a 2½-inch depth, which affords maximum capacity. The exclusive dome feature prevents scratching desk or table, and sturdy aluminum posts serve for stacking into tiers.

24 The new automatic Tel-E-Dex with the pop-up pencil holder, finger-tip control is made in six decorative colors for the modern office. This index pad is efficient, convenient, handsome, and economical.

25 Salsbury Handy-Roll Deskit combines three handy rolls and moistener. Rolls 1 and 3 are standard "stampac" postage-stamp holders; roll 2 is the narrow-width Airmail handy-roll. These are also available as individually packaged dispensers in an attractive transparent plastic box. The Salscor Company announces this combination as selling at \$1.95.

26 The Slid-o-matic index file is designed for the busy or crowded desk as a space saver. It opens with a flip of the finger; the top opens on the same principle as the roll-top desk. It is made of cold rolled steel, electrically welded throughout. The cover is made of a nonferrous metal. Baked on finishes in olive green, office grey, walnut grain, and mahogany grain. The files are 12 inches deep outside and are equipped with rubber bumpers to prevent scratching and slipping.

27 Type-Liter is the new practical and efficient fluorescent typewriter lamp, adaptable for all standard typewriters, portables, and adding machines. The light is adjustable directly over the machine and supplies soft fluorescent rays and eliminates harsh glare. The shade is made of Lumarith Plastic in two colors, mahogany and walnut, for color harmony in the office. The light can be mounted on any typewriter; has all chrome fittings; easy swivel adjustments.

28 Under the trade name of Sort-O-File, the Associated Industrial Designers have designed a desk-model sorter. The division tabs are made of very thin aluminum-alloy of just sufficient hardness to stand heavy-duty work and to overcome the breakdown that attends other materials. The tabs are 10½ inches long, thus accommodating the great majority of office forms. The index labels are double-faced, and the device may be operated from either side of the tabs.

At the left, the tabs are indexed with a 31-division alphabetic index; and at the right, they are indexed with consecutive numerals from 1 to 31, for the days of the month. On the reverse, 12 tabs are designated for the months of the years and 29 are numbered by fives from 5 to 95, so that sorting by any hundreds of thousands may be made.

The base consists of micarda strips mounted on semihard sheet aluminum and the whole is supported on six cup-type rubber feet.

A. A. Bowle

January, 1948

The Business Education World

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